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ABSTRACT

This handbook was designed to assist school administrators, vocational administrators, vocational agricultural teachers, and area consultants of vocational agriculture in developing, implementing, and improving an agricultural cooperative training program (especially in Texas). The handbook, which presents information in a narrative format, contains 17 sections. The sections cover the following topics: agriculture cooperative training, establishing an agricultural cooperative training course, minimum standards for unit allocation in a program, selecting students, selecting training stations, student placement, employer-employee agreements, the advisory council, instructional materials, teacher visits to training stations, student evaluation, agriculture cooperative training and the Future Farmers of America, teaching related instruction, public relations for agriculture cooperative training, reports for agriculture cooperative training, labor laws, and general information (e.g., safety, employment programs, and legislation). Sample forms are included in the handbook, and a suggested calendar of events is supplied. (KC)

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VOCATIONAL AGRICULTURE HANDBOOK

for

AGRICULTURE COOPERATIVE TRAINING

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FOREWORD

Agriculture Cooperative Training in Vocational Agriculture is becoming an increasingly important course in many of the vocational agriculture programs in Texas. Many teachers and administrators have expressed an interest in Agriculture Cooperative Training but express a desire for more in-depth information related to the course. This handbook has been prepared to assist the vocational agriculture teacher in developing the necessary competency to initiate, conduct, or upgrade Agriculture Cooperative Training.

This handbook was prepared through the combined efforts of many individuals too numerous to mention. Appreciation is expressed to all individuals for their assistance in writing and developing materials in this handbook.

July 1981
Reprinted 1982

PREFACE

This handbook has been written to assist school administrators, vocational administrators, vocational agriculture teachers, and area consultants of vocational agriculture in establishing and carrying out an Agriculture Cooperative Training program in vocational agriculture.

Also, information contained in this handbook should be of value to teachers of Agriculture Cooperative Training in Texas' junior colleges and teacher educators of teacher education institutions.

Through the use of Agriculture Cooperative Training, the vocational agriculture programs in Texas are provided with another avenue of instruction which allows the student the opportunity to participate in a meaningful and educational course.

Available from

Vocational Instructional Services

Texas A&M University

F. E. Box 182

College Station, Texas 77843

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SECTION I

AGRICULTURE COOPERATIVE TRAINING

Shortly after John F. Kennedy was elected President of the United States, he directed the Secretary of Health, Education, and Welfare to "convene an advisory body drawn from the educational profession, labor-industry, and agriculture, as well as the lay public, together with representation from the Department of Agriculture and Labor, to be charged with the responsibility of receiving and evaluating the current National Education Acts, and making recommendations for improving and redirecting the program."

Purposes

Twenty-five individuals from the above groups were selected to make this study and after completing the study made the following recommendation: "The vocational agriculture program, under Federal reimbursement, should be broadened to include instruction and increased emphasis on management, finance, farm, and other similar topics." The above recommendation was implemented in P.L. 88-210.

Prior to the directive issued by President Kennedy to the Secretary of Health, Education, and Welfare, leaders in the field of Agricultural Education had recognized the need to broaden the field of agricultural training so that it would include the preparation of students for agricultural occupations. Agribusiness and agri-related occupations were terms already in use that described agriculture and its relationship to businesses dealing in agricultural products and services.

Recognizing the broadened responsibility of vocational agriculture, the National Center for Advanced Study and Research in Agriculture Education,

located at the Ohio State University, called two National Research Coordination Conferences on Off-farm Agricultural Occupations. In order to obtain information to determine employment opportunities and the education level need for agricultural occupational employment, twenty-six states conducted surveys. The following information was obtained from these surveys: (1) almost half of the people employed in agricultural occupations have not received any training in agriculture; (2) employers expect a 20 percent increase in the number of employees who need agricultural training; (3) the greatest need for agriculturally trained employees will be in agricultural sales and service, horticulture, and livestock and crop food products marketing.

Texas was not one of the 26 states making the agricultural occupations survey, but it is believed that the results obtained from the surveys in other states would be equally as impressive had Texas made the survey.

Under the direction of the late Mr. George Hurt, former Director of Agricultural Education, Texas Education Agency, eight vocational agriculture departments in Texas conducted pilot programs in the 1965-66 school year to determine the effectiveness of Cooperative Part-Time Training in Agriculture. These schools found this to be a very successful and effective method for training students in agricultural occupations. They also found many advantages in this type of training, some of which are as follows: provides for a certain amount of selection and "try-out" in vocations, provides an opportunity to learn an occupation while earning a high school diploma, provides greater assurance of full-time employment in a chosen vocation, provides training on real jobs under real conditions, and provides an opportunity to establish a reputation on the job through two years experience.

Agriculture Cooperative Training in Vocational Agriculture and Its Relationship to the Total School Program

The high school program of vocational agriculture education is designed to meet the needs of youth who plan to enter farming, ranching, or other agricultural occupations. The Agriculture Cooperative Training courses provide instruction for high school students who have an interest in and a vocational need to become established in an off-farm agricultural occupation.

Course Description

Agriculture Cooperative Training in Vocational Agriculture is designed to provide technical instruction, on-the-job training, and work experience for high school vocational agriculture students preparing to enter employment in agricultural occupations.

Students in the Agriculture Cooperative Training course spend one hour in class each school day to receive instruction in the occupations for which they are training and three consecutive hours each school day at training stations in order to learn the occupations. Training stations are agricultural businesses in the community that are cooperating with the local school in training students by providing work experience necessary to become competent employees.

The State Board of Education, in its March 1972 meeting, changed the policy concerning approval of work stations in all cooperative vocational programs.

Under the new policy, a maximum of eight hours of work in an approved training station may be credited for experience secured on the job on Saturday and/or Sunday. The minimum requirement for the seven-day week remains at 15 hours. This means that the balance of the experience, seven hours minimum, must be acquired during the school week.

Credits

Students enrolled in Agriculture Cooperative Training may earn a minimum of three units elective credits per school year toward a high school diploma on completion of 160 clock hours of related instruction plus 525 hours of supervised work experience.

Prerequisites

In order to be eligible to enroll in a course of Agriculture Cooperative Training, the student must be 16 years of age and a junior or senior in high school.

Facilities

A standard classroom shall be provided which contains sufficient floor space to accommodate the largest number of students enrolled in a given class. Office space, library space, magazine racks, bulletin cases, filing cabinets, tables, chairs, bookcases, and teacher's desk shall be located in or adjacent to the classroom. Textbooks, reference materials, visual aids, instructional materials, and appropriate equipment for (Cooperative Training) class shall be provided. It is suggested that the Facility Standards and Equipment for Agricultural Education Programs handbook be used in determining the necessary facilities for Agriculture Cooperative Training.

Training Objectives

The Agriculture Cooperative Training course prepares high school youth for useful employment. While enrolled in a class of Cooperative Training, (1) the student should develop the basic skills required in order to become a competent employee in an occupation; (2) the student should develop the technical and

related aspects of an occupation through daily class work under the supervision of the vocational agriculture teacher; (3) the student should acquire an appreciation, attitudes, and work habits that will contribute toward the development of good citizenship by developing physical, social, civic, cultural, and economic competencies; (4) the student is provided an opportunity to learn an occupation while earning a high school diploma; and (5) the student is provided an opportunity to prepare for a higher salary.

Approved Occupations

The following is a list of suggested occupations for students enrolled in Agriculture Cooperative Training:

Agricultural machinery repairer
Agricultural machinery set-up and deliverer
Agricultural machinery mechanic's helper
Agricultural machinery parts employee
Agricultural machinery service supervisor
Feed warehouse employee
Feed sales and service worker
Seed sales and service
Agricultural chemical sales and service worker
Greenhouse employee
Nursery employee
Garden center employee
Wildlife conservation employee
Fruit and vegetable packing plant processor
Feedlot employee
Wool and mohair warehouse employee
Swine farm employee
Grain elevator employee
Poultry processing plant employee
Poultry farm worker -broiler production
Poultry hatchery employee
Poultry farm worker - commercial laying flock
Dairy farm employee
Dairy products employee
Meat processing plant employee
Fertilizer sales and service
Irrigation equipment sales and service employee
Veterinary assistant
Forestry employee
Park and landscape employee
Assistant groundskeeper
Horse farm employee
Ranch employee
Cotton gin employee
Crop farm employee

Teachers desiring to train students in occupations not listed above should make a written request to the Director of Agricultural Education, Texas Education Agency, for approval. A copy of the student's Cooperative Training Plan should accompany this request. The Dictionary of Occupational Titles, Fourth Edition, 1977, will be the guide in approving agricultural occupations for students training in Agriculture Cooperative Training occupations not listed above.

SECTION II

ESTABLISHING AN AGRICULTURE COOPERATIVE TRAINING COURSE

The establishment of an Agriculture Cooperative Training Program in the community is the responsibility of the vocational agriculture teacher. In order to determine the need and to inititate the planning of the course, it will be necessary that the teacher conduct a preliminary survey to determine the number of eligible students and available training stations. The teacher should "spot check" training stations to determine the attitude of the stations toward this training program as the preliminary surveys are made.

Administrative Approval

After the above information has been secured, the teacher should request an appointment with the proper school authorities to inform them of the survey, information obtained and to explain the Agriculture Cooperative Training Program.

Sources of Assistance

The vocational agriculture teacher may secure assistance from the area consultant or Agricultural Education, Texas Education Agency, Austin, Texas, in explaining the Agriculture Cooperative Training course.

As soon as administrative permission to establish an Agriculture Cooperative Training Program has been received, the vocational agriculture teacher should assist the administrator with the application necessary to secure approval of the course from Agricultural Education, Texas Education Agency.

Training Station Surveys

The teacher should make a comprehensive survey of the school district to determine the exact number of training stations available prior to the opening date of school. Some factors to consider in selecting training stations are as follows:

(1) Respectability and responsibility of the employer

(2) Equipment available for training

(3) Competence of present employees at training station

(4) Variety of work available to the student

(5) Standards of workmanship to be met

(6) Wages to be paid the student-learner

(7) Company policies toward the student-learner

(8) Degree of specialization required

The selection of training stations should be kept on a selective basis. The respect of school officials, the community, and the students for the training program will be determined to a large degree by the selection of training stations.

SECTION III

MINIMUM STANDARDS FOR UNIT ALLOCATION

Redirecting Existing Units

Schools presently allocated a unit in Production Agriculture may redirect all or a part of existing units to Agriculture Cooperative Training.

New Unit Allocations

Schools desiring and having a need for a new or additional unit in Agriculture Cooperative Training, or a combination unit in Production Agriculture and Agriculture Cooperative Training, or combination Agriculture Cooperative Training and Pre-employment Laboratory Training, will be required to request these units in the ANNUAL APPLICATION FOR VOCATIONAL PERSONNEL UNITS.

Applications will be considered in the light of the following information: (1) the number of eligible students having a desire to enroll in the program, (2) needs of the students and the community for the program, (3) manpower requirements and job opportunities, (4) facilities the school will provide for the program, and (5) evidence of a five-year plan for vocational education. In addition the school shall give assurances that instructional material and equipment will be provided for effective operation of the program.

A need should be established for an additional unit by a recent comprehensive analysis of manpower needs and job opportunities made for the area served by the school district.

Sources of information for comprehensive analysis of manpower needs and job opportunities may be obtained from occupational surveys, Texas Employment Commission, industrial surveys, chamber of commerce surveys, and others.

Policies on allocation of new vocational teacher units may be found in the Guide for Planning Vocational Programs in Local Education Agencies November 1977.

Establishing an Agriculture Cooperative Training Program

Making Application

Schools that show a need and have a desire to offer Agricultural Cooperative Training in Vocational Agriculture should make a request for assistance from Mr. G. G. Scruggins, Director of Agricultural Education, Texas Education Agency, or one of the area consultants of vocational agriculture. The following programs or program combinations may be requested in the ANNUAL APPLICATION FOR VOCATIONAL PERSONNEL UNITS.

1. Application for Agriculture Cooperative Training in Vocational Agriculture to be a part of the vocational agriculture teacher unit and program presently allocated to the applying school.
2. Application for a new vocational teacher unit for Agriculture Cooperative Training in Vocational Agriculture.
3. Application for a new or additional vocational teacher unit for a combined program in Production Agriculture and Agriculture Cooperative Training in Vocational Agriculture.
4. Application for a new or additional vocational teacher unit for a combined program in Agriculture Cooperative Training and Pre-employment Laboratory Training.

The deadline for making application for redirecting present units or requesting a new unit should be in accordance with directions which accompany the ANNUAL APPLICATION FOR VOCATIONAL PERSONNEL UNITS.

SECTION IV

STUDENT SELECTION

An explanation of the Agriculture Cooperative Training course should be given to all interested students. This explanation should include wages received by the students, job requirements, job qualifications, transportation requirements, and qualifications for entry into the training program. (Please refer to the suggested Enrollment Application in this section.)

Teacher Interview

After students have applied for admission into the Agriculture Cooperative Training course, the teacher should request an interview with the prospective student. This interview is particularly important with students that have not previously had a course in vocational agriculture under the supervision of the vocational agriculture teacher. Also, the teacher may wish to substantiate the information obtained in the interview by talking to other teachers in the school system who have taught the prospective student.

The parents of Agriculture Cooperative students should be informed as to the training provided the students. During this conference the parents should agree to assist the students by cooperating with the training station and the teacher. The parents should also be satisifed with the working conditions made available to the students. The parents should further agree to furnish the transportation of the student to and from the training station.

Student Guidance

In order to become a competent employee, the Agriculture Cooperative student must be capable and desirous of receiving training. From the first through the

twelfth grade, the general objective of most classroom teachers is to influence students to prepare themselves for entry into college. They should be commended for this attitude, but a smaller percentage of our high school graduates attend college than seek employment. Therefore, many students have not considered entering cooperative training and preparing for employment after graduation from high school.

Prospects for advancement in agricultural occupations are as good or better than other areas of employment. Students training in Agriculture Cooperative Training should be impressed with the fact that in order to be successful in agricultural occupations, the students must acquire more than average competencies in the occupation for which they are training. Since a minority of high school graduates attend college, it is important that careful consideration be given the possibility of entrance into occupations where the greatest opportunities lie.

The vocational agriculture teacher should accept the responsibility of furnishing the school counselors with occupational information about the community. This information should include: job requirements, employment opportunities, wage schedules, working conditions, training facilities, occupational trends, and other occupational information which may be used in assisting students to make wise and intelligent choices of vocations. The vocational agriculture teachers should schedule time for counseling and guidance activities. A brochure with an explanation of the Agriculture Cooperative Training program is available to vocational agriculture teachers and counselors from the Texas Education Agency.

Pre-registration

Most schools pre-register students in the spring for the next year. Students interested in enrolling in Agriculture Cooperative Training should register at this time. A sample application for student enrollment is contained in this section.

Prior to pre-registration, the vocational agriculture teacher may wish to explain the Agriculture Cooperative Program to the sophomore and junior students.

STUDENT ENROLLMENT APPLICATION FOR
AGRICULTURE COOPERATIVE TRAINING

YOUR NAME _____ DATE _____ AGE ____

DATE OF BIRTH _____ CLASS _____ HOME ROOM _____

YOUR ADDRESS _____ PHONE _____

NAME OF PARENTS _____

OCCUPATION OF FATHER _____ FIRM _____

OCCUPATION OF MOTHER _____ FIRM _____

WHAT REQUIRED SUBJECTS DO YOU NEED FOR GRADUATION?

_____ _____ _____

_____ _____ _____

_____ _____ _____

WHAT OCCUPATION ARE YOU INTERESTED IN LEARNING?

FIRST CHOICE _____

SECOND CHOICE _____

IS THERE ANY PARTICULAR SHOP OR PLACE OF BUSINESS WHERE YOU PREFER TO WORK? IF SO, GIVE THE NAME OF PLACE AND EMPLOYER BELOW:

PLACE OF BUSINESS _____

MANAGER _____

WHERE HAVE YOU WORKED?	LOCATION	MANAGER
1. _____	_____	_____
2. _____	_____	_____

HAVE YOU DISCUSSED THE ADVISABILITY OF YOUR ENROLLING IN THIS COURSE WITH YOUR PARENTS OR GUARDIAN? _____

Approved _____ Signed _____
(parent or guardian) (student applicant)

SECTION V

TRAINING STATION SELECTION

A training station is a place of employment where the student receives practical work experience. One important factor in the success of the Agriculture Cooperative Training Program is the adequacy of the training station at which a student is placed for on-the-job instruction and experience.

The employer is the person or firm that hires the student, approves the training plan, and supervises on-the-job training. Frequently, supervision of the student's work is delegated by the employer to a subordinate; this person may be a foreman or an experienced employee. This person is oftentimes referred to as a training sponsor and is the one with whom the teacher confers when correlating the student's progress, related studies, and work experience.

Working Conditions

A chief factor in selecting a particular training station in any occupation is the attitude of the employer and other employees toward the Agriculture Cooperative Training Program and their willingness to provide well-rounded work experiences. The employer must understand that the student-learner is to be rotated from one job skill to another upon reaching the proficiency level required for satisfactory performance in the skill. The primary purpose of this rotation is to provide well-rounded training for the student-learner. The responsibility of the employer goes much further than merely providing the student-learner with a training station. In addition, there may be several other factors which should influence the teacher in placing students in a particular training station.

Criteria for Selecting Training Stations

The following items may be used as criteria in selecting training stations:

1. Type of occupation - The training station should provide experience in an occupation that requires knowledge, understanding, and skill in agriculture.
2. Opportunities for rotation - The training station should provide a wide variety of experiences associated with the occupation. It should not be a routine work experience of a repetitive nature.
3. On-the-job supervision - The training station should provide someone capable of serving as an on-the-job instructor. This should be someone who is thoroughly competent in the skills and technical aspects of the occupation. This person should be someone who is interested in the Agriculture Cooperative Training Program and who will enjoy cooperating in this program.
4. Working conditions - The working conditions at the training station should be safe and clean with a good record of accident prevention.
5. Reputation - The training station should have a good reputation and be respected by the community as a reliable business establishment.
6. Business attitude - The training station should use ethical business practices and leave a favorable impression with the student. The firm should have a record of participation in civic affairs and a favorable attitude toward the welfare of its employees.
7. Stability of employment - The training station should have a record of continuous operation.
8. Hours of employment - The training station should be able to provide sufficient hours of training to meet the needs of the Agriculture Cooperative Training Program.

9. Facilities and equipment - In order to provide adequate training, the training station should possess adequate facilities and equipment and use up-to-date methods.

10. Employer-employee relationship - The training station should maintain a good employer-employee relationship. Firms that make it a policy to train and promote their own personnel usually are good training stations.

11. Accessibility - Training stations should be within a reasonable distance from the school.

12. Wages - The training station should be able to pay a minimum wage based on that paid other employees of similar experience and training to the student-learner.

Undesirable Stations

It is not necessarily true that large establishments doing a large volume of business are always the most desirable training stations. A training station with a high percentage of its business on a piece-rate basis, without special training facilities, may provide very little training. Often the smaller business establishments are the better training stations, providing a wider experience of training.

Training stations located away from the community often pose a transportation problem. Training stations located in unfavorable or disreputable sections of the community should be avoided.

SECTION VI

STUDENT PLACEMENT

Time for Student Placement

After students have been selected, they must be placed within two weeks after they have been admitted into the Agriculture Cooperating Training class. Students should not simply be assigned to a training station and begin work. If possible, it would be more desirable to have the student follow the same procedures as any other prospective employee. In this way the students learn how to apply for a job and sell themselves. This experience may prove to be of great value in years to come. Many teachers like to have more than one student to be interviewed by the employer. The employer makes the decision.

Preparing for the Interview

The teacher should assist the student in preparing for the interview. Appropriate dress and grooming should be stressed. Remember that the student is a representative of the school. Being familiar with proper dress, grooming, and manners is important.

In many cases the teacher will need to meet with the employer prior to the student interview. It will be wise to furnish the employer with information concerning each student and a copy of school policies.

All students must be recommended to the employer by the teacher. A professional recommendation of this type can be made only when the teacher believes that the student has the necessary qualifications for a specific job in a specific business. Since the teacher's responsibility is to place

the right student in the right training station, it is necessary that the teacher's choice be based on good judgment. It is far better not to place a student than to be placed in a station that will lead to dissatisfaction of all parties concerned.

It is very important that the employer and the student know exactly what to expect from each other. The interview may be a good time for the teacher, employer, and student to arrive at definite agreements. Such items as working apparel, work time, duties, and wages should be discussed. The Cooperative Training Plan will provide a means of writing down agreements so that all parties are sure of their commitments.

Returning Cooperative Students to the Regular School Program

At the request of the employer, Agriculture Cooperative Training students may be returned to the regular school program. The students should recognize that they will be behind in the course work when required to select courses to replace the Agriculture Cooperative Training course. Therefore, the students should strive for employer satisfaction. If the employers wish their place of business to remain as a training station, they may request the vocational agriculture teacher to send other students for interviews and possible employment.

SECTION VII

EMPLOYER - EMPLOYEE AGREEMENTS

Reporting and Leaving Training Stations

Upon arrival at the training station, the students should make sure that their supervisors or employers are aware of their presence. It may be necessary that the students ask for directions for the day's work. If the students are aware of the job at hand, they should start to work immediately upon arrival at the training station.

The students should request permission to be absent or to leave the training station before the regular quitting time in case of unavoidable circumstances. This request should be made in advance of absence..

Sick Leave

The Agriculture Cooperative Training students should not expect sick leave pay since they are not regular employees. However, some employers are allowing sick leave to Agriculture Cooperative Training students. If a student is absent due to illness, the employer should be notified of the illness prior to the time the student is to report for the day's work. Also, the student should notify the vocational agriculture teacher of the illness.

Student Transportation

Transportation to and from the training station is the responsibility of the student and the parent.

Student Passes

Because Agriculture Cooperative Training courses require the student to be in town during school hours, it may be advisable to issue these students passes. These passes should be signed by the proper school authorities.

SECTION VIII

THE ADVISORY COUNCIL

A local advisory council can be of assistance in planning and conducting Agriculture Cooperative Training in agricultural occupations. The council provides a vital link between the school and community through which activities can be coordinated effectively. The importance of having an advisory council cannot be over-emphasized.

Purposes of an Advisory Council

The needs and objectives of the Agriculture Cooperative Training Program will vary in every community. The main purpose of the council is to assist the vocational agriculture teacher in developing and conducting a program that will meet local needs. Its function is to advise and counsel with school personnel to improve the educational program. The administration of the program should remain with the school administration. More specific purposes are as follows:

1. To provide a link between the school and community
2. To give prestige to the school, community, and vocational agriculture program
3. To provide an opportunity for the school to explain the objectives of the program
4. To study and determine the education needs of the community
5. To help gain support for the program and improve public relations
6. To provide a sounding board for new ideas, policies, and procedures
7. To help evaluate the work of the vocational agriculture department

Selecting Council Members

The first step in organizing an advisory council is the adoption by the school board of the policies under which the committee will be set up and operated.

Qualifications of Members

1. Members should be well-known leaders in their occupational fields.
2. They should be representative of management, labor, agriculture, education, and the general public.
3. They should be interested in the problems of the school system.
4. They should be willing to devote time to the council.
5. They should possess integrity, responsibility, open-mindedness, and a constructive attitude.

Size of Council

An effective council should consist of five to twelve members, depending upon the local situation.

Organizing and Appointing Council Members

In schools where an agricultural advisory council is established, the existing committee may be utilized to work with the Agricultural Cooperative Training phase of the program.

Suggestions for forming a new council include:

1. Involve the superintendent of schools and the school board. Discuss your list of prospects and ask them to assist in making selections.
2. Approval of council members should be made by the school board.

3. After a letter from the superintendent has informed members of their appointment, a meeting should be scheduled to explain the duties of the advisory council.

Term of Appointment

Members should be appointed for a definite term, usually from one to three years. The terms of appointment should be staggered so that there is always an experienced member on the council. About one-third of the council should be appointed for a one-year term, one-third for a two-year term, and one-third for a three-year term with all future appointments for a three-year term. The first terms may be determined by holding a drawing. This method also has the advantage of bringing new members with new ideas and enthusiasm into the council every year.

Duties and Functions of the Council

1. Assist in obtaining and selecting training centers
2. Assist in setting standards for trainee selection and training standards
3. Give advice on the development of instructional materials
4. Provide guidance and/or standards in wage and hour problems
5. Help publicize and promote the program
6. Assist in conducting community surveys
7. Assist in obtaining specialized personnel for group classroom instruction
8. Assist in developing local awards program

Working with the Advisory Council

The skill with which the organization and work of the council is managed by local school authorities will largely determine the benefits that may be derived.

Principles and methods to keep in mind that will result in an effective council include the following:

1. Members should not be expected to carry out long, detailed work assignments.
2. School officials should acquaint council members with the total vocational offerings of the school with emphasis on agriculture.
3. A council working with a new program should meet at least monthly during the first year of operation or until such time as the program is operating smoothly. (The council should never be called together unless there is a definite purpose that justifies the meeting.)
4. The vocational director or an administrator of the school system should be in attendance at all meetings.
5. The teacher should be present at all meetings.
6. All council members should receive a copy of minutes of each meeting.
7. All council members should understand that they are serving in an advisory capacity and have no policy-making authority.
8. All meetings should be well organized and conducted in a business-like fashion. The teacher should record items to be included on the agenda as they become apparent during the performance of his/her regular duties.

Planning Meetings

The teacher should take the initiative in planning the agenda for the first meeting. A sample agenda follows:

1. Introduction of all members
2. Appointment of a temporary chairperson
3. Election of a permanent chairperson
4. Election of a secretary
5. Explanation of the program and the need for an advisory council
6. Functions and duties of the council
7. Responsibilities of the council
8. Term of appointment
9. Selection of time and place of meetings
10. Other business
11. Refreshments

Tests for Items on the Agenda of Other Meetings

1. Is this a real problem?
2. Is it a problem the school wants solved?
3. Are the council's recommendations likely to be used?
4. Will the council be interested or become interested in the problem?

SECTION IX

INSTRUCTIONAL MATERIALS

Curriculum materials designed especially for Agricultural Cooperative Training are produced and distributed by the Vocational Instructional Services, F.E. Box 182, Texas A&M University, College Station, Texas 77843. The Vocational Instructional Services operates under contract with the Texas Education Agency, and the materials are distributed on a nonprofit basis.

Study guides are designed with the assistance of state advisory committees, made up of members engaged in that particular business or a profession, recommended by the state association for that particular occupation, and requested to serve by the Texas Education Agency. The committee develops the study guide outline and suggests sources of authentic and current information, reviews materials produced, and gives suggestions for changes and improvements.

A Listing of Available Materials

Titles and courses of study ready for distribution are available from Vocational Instructional Services, or from Agricultural Education, Texas Education Agency, Austin, Texas 78701.

In addition, the Vocational Instructional Services receives and maintains a library of similar materials produced by other agencies and in other states. It often can recommend materials for Agriculture Cooperative Training not produced at the Vocational Instructional Services.

Listings of materials available and order blanks are distributed periodically to teachers of Agriculture Cooperative Training programs or may be requested by card, letter, or telephone.

By policy, materials may be sold only to schools and their representatives (including teachers), not to students. Orders should be accompanied by the regular school purchase order or ordered in the manner the school normally uses to make its purchases.

Filing Materials

For ease of filing and to provide as much versatility as possible in the handling of instructional materials produced at the Vocational Instructional Services, study guides are three-hole punched and bound with brads when mailed to the vocational agriculture teacher. All instructional materials produced at the Vocational Instructional Services are printed with the AGDEX filing number on the materials. Teachers of Agriculture Cooperative Training and the members of the Basic Curriculum committee have recommended the AGDEX filing system for filing instructional materials; it may be secured from the Vocational Instructional Services at a cost of $8.40* for the spiral-bound copy.

Using the AGDEX filing system, the teacher may file the instructional materials in manila folders in numerical sequence in a standard four-drawer filing cabinet. The number of manila folders required to file a course of study will be determined by the teacher's method of filing. It's possible to file a course of study in four manila folders. Using this method, the teacher would file the assignment and information sheets, white sheets, in one folder; the answers to the questions, pink sheets, in one folder; the topic tests, yellow sheets, in one folder; and the answer to the tests, green sheets, in one folder. As was previously stated, the AGDEX is a versatile system which can be used in many ways to do an adequate job of filing.

*Price subject to change

For teachers who do not wish to use the AGDEX filing system, an alternate system of handling instructional materials is also given. Each study guide contains an outline; list of references; acknowledgment; assignment sheets, white sheets; answer sheets to the assignment sheets, pink sheets; topic tests, yellow sheets; and test answer sheets, green sheets. Using the alternate system, the teacher should purchase a three-ring loose leaf notebook, with dividers, for each student. The teacher should give the student the assignment sheets and the information sheets to go into the three-ring notebook and retain the acknowledgment, list of references, outline, and the colored sheets--pink, yellow, and green, in a manila folder filed under the student's name. The teacher should assign the student the topic to be studied during the class period. After the student has completed the topic, the topic should be placed behind a divider in the notebook for the teacher to check. Notebooks should be kept in the classroom. After the teacher has checked the topic, the student should make the necessary corrections. The teacher may use topic tests to secure questions for the student's six weeks test.

Suggestions for Using Materials

It is suggested that the teacher use the Daily Work Sheet in the student's "Cooperative Record Book" and the study guide outline to determine the topic assignment for the student. The student's training on-the-job and class work should be closely related. Also, the training station supervisor should be informed at the beginning of the student's employment that the teacher will try to honor requests as to the time certain topics will be covered by the student in class. By using the Daily Work Sheet to determine what the student is doing at the Training Station, the teacher will be playing

"catch-up" with the student's topic assignments in class; that is, the student will cover the class materials related to the on-the-job training after the job is performed at the training station.

Materials in the study guides are developed into units and topics. There are 8-20 units and 50-150 topics, depending on the occupation, in most study guides. Approximately an hour of class time is required to cover topic assignments; however, it is impossible to develop a topic that will require the same amount of time for all students. Space is available under each topic for the teacher to insert additional questions and activities.

References Available

In training programs produced by Vocational Instructional Services, certain references form the basis of the assignments. These references are necessary to utilize the materials. They are listed as "required references" and are stocked by VIS. They are distributed to schools in the same manner as the materials produced by VIS, on a nonprofit basis.

Other references are highly desirable for additional reading assignments, for enrichment of the program, and for special emphasis needed in a particular training station or area of the state. A listing of suggested supplementary references is prepared by VIS but may or may not be stocked for distribution to schools. These listings accompany the training programs.

Additional reference materials should be located and utilized. Excellent sources include the school library, bulletins, trade magazine articles, in-house publications of the occupation, descriptive product literature of products distributed by the training station, and promotional folders, leaflets, and bulletins.

Additional Sources of Curriculum Materials

Personnel of the Vocational Instructional Services, Department of Agricultural Education, Texas A&M University, College Station, Texas, constantly receive and review materials produced in other states. Often, they can recommend materials for a specific need even if the materials are not available at the Vocational Instructional Services.

SECTION X

TEACHER VISITS TO TRAINING STATIONS

Visits of the vocational agriculture teacher to the training station during times the student is working should be considered as visits to the employer and the business, not the student. The teacher usually will see and be noticed by the student, but the two will not engage in more than casual conversation unless it is initiated by the employer or a representative. The purpose of the visit is to help the student, but personal evaluation and assistance should not be given at the training station.

Purpose of Visit

Observation of the student in the training station, though casual and brief, is important and should be utilized. These points should be noted:

1. Is the student businesslike? Is the student identifiable as a member of the business staff?
2. Is the student dressed appropriately for the work being done?
3. Is the work being done a part of or does it contribute to the training objectives?
4. Does the student exhibit interest and enthusiasm in the task at hand?
5. Is the nature of the work being done such that additional knowledge involving supplemental training is likely to be needed?

The teacher will contact the student's supervisor, who has been designated by the employer. If the supervisor is particularly busy, a subsequent visit may be in order. Conversation with the supervisor should seek answers to these questions:

1. Is the trainee making satisfactory progress?
2. Does the trainee have a healthy attitude toward the employer? The job? The other employees?

3. Is instruction occurring on the job?
4. Does the supervisor feel that the trainee is satisfied with their progress?
5. What new or different duties has the trainee performed since the last visit?
6. Have habits or traits of the trainee been observed that are displeasing or annoying to the supervisor? To other employees?
7. Is added or amended instruction needed because of the trainee's work assignments?
8. Is reference material available in the business that should be utilized in the student's training program at school?

Working Conditions

Teachers should constantly be alert to hazards and dangers inherent in the business and particularly those hazardous to the student-trainee. If dangerous situations or practices are observed, they should be discussed with the supervisor.

Time of Visits

Visits of the teacher to the training station should be scheduled at times of the day and of the week that will interfere as little as possible with the normal operation of the business. They should be scheduled in cooperation with the training sponsor.

Frequency of Visits

Frequency of visits to training stations will vary with the student, the employer, and the business and size of the total vocational agriculture program. As a rule, one visit each two weeks is desirable. Where problems exist, more frequent visits are necessary. Every training station should be visited at least once monthly.

Some Do's and Don'ts for Training Station Visits

DO

1. Make notes for a permanent file but only after leaving the business. Use the notes for individual and group discussion.
2. Be friendly but businesslike.
3. Be interested in the business, its problems, and its progress.
4. Be interested in the work being done by the trainee and note how their efficiency may be improved.
5. Be alert to trainee attitudes and weaknesses that need correction.
6. Be sensitive to the employer's desires, including the desire to terminate the conference.

DON'T

1. Don't interrupt or interfere with the trainee's work.
2. Don't call attention to errors or unsafe conditions while visiting the trainee. Do so in private conference with the appropriate person.
3. Don't demonstrate how to do a job to the trainee at the training station, even if the demonstration is needed.
4. Don't pose as an authority on the work being performed, even if you are.
5. Don't insist upon a conference if the employer is busy.
6. Don't engage in arguments or controversies no matter how friendly or in lengthy discussions, no matter how interesting.

A suggested visitation form may be found in this section.

A Suggested Visitation Form

AGRICULTURE COOPERATIVE TRAINING
VISITATION RECORD

Student _____

Training Station _____

Date of Visit _____ Time of Day _____

COMMENTS

1. Conditions (Physical) in Training Station

2. Work Being Done by Trainee

3. Personal Appearance of Trainee

4. Instruction Being Given Trainee

5. Attitude of Trainee Toward Work

6. Attitude of Employer Toward Trainee

7. Attitude of Other Employees Toward Trainee

8. Related Subject Matter Needed

9. Another Early Visit Urgent?

SECTION XI

STUDENT EVALUATION

Student Evaluation by Employer

The purpose of evaluating the student is to improve performance at the training station. The student's evaluation sheet in this section of the handbook may be used by the vocational agriculture teacher to partially evaluate the Agriculture Cooperative Training student.

The evaluation sheet is to be completed by the supervisor or owner of the training station. The training station supervisor or owner should understand that the information contained in the completed form is confidential and will be treated as such at all times by the vocational agriculture teacher.

It is recommended that the training station evaluate the students twice each year. These evaluations should be made in the fall and spring. The months recommended for the evaluation are November and March. If the first evaluation occurs in November, the students will have had an opportunity to become familiar with the training station's policies, other employees, job requirements, and to gain job confidence. Also, this will give the vocational agriculture teachers an opportunity to determine the effectiveness of their teaching and counseling.

Usually at the end of the first semester there will be changes within the Agriculture Cooperative Training classes - new students, students completing the course, changes of training stations, and a change of the Cooperative class. If the second evaluation of the students is made in March, the same advantages listed under the November evaluation will apply in the spring semester.

Grading Agriculture Cooperative Training Students

The teachers of vocational agriculture should check or grade the Agriculture Cooperative Training students' written work promptly and accurately. The students

can be motivated to do their best and to take pride in their work when they are aware that their written work will be checked promptly and accurately. The students' written work should be criticized when improvement is needed and complimented on when well prepared.

When grading the students' written work, the teachers should make use of the answer sheets provided with the teaching materials from Vocational Instructional Services.

STUDENT EVALUATION SHEET

Date_____

RATING: E - Excellent; G - Good; F - Fair; P - Poor

Honesty			
Dependability and Promptness			
Willingness to Work			
Capacity to Do Work			
Quality of Work			
Attitude Toward School			
Personal Appearance			
Willingness to Accept Responsibility			

(Signed)_____
EMPLOYER

REMARKS:

The information contained herein is confidential and will be treated as such at all times.

(Signed)_____
Vocational Agriculture Teacher

SECTION XII

AGRICULTURE COOPERATIVE TRAINING AND THE FFA

Special effort should be made so that students enrolled in Agriculture Cooperative Training Programs receive equal opportunities in the FFA Chapter activities as the Production Agriculture students. All students enrolled in any phase of the program of Vocational Agricultural Education should be provided opportunities to develop abilities in leadership, scholarship, citizenship, and cooperation; improve self-confidence; make an intelligent choice of farming and/or related agricultural occupations; develop home improvements; learn farm and/or related agricultural management principles; and participate in civic, social, and recreational activities through participation in local, district, area, state, and national associations of the Future Farmers of America.

Membership

Students enrolled in Agriculture Cooperative Training should be encouraged to become members of the FFA. FFA members are eligible to participate in judging contests, junior livestock shows, leadership contests, educational and recreational activities, and to attend chapter, area, and state meetings. Also, FFA membership is required for Cooperative students to be eligible for area, state, and national offices. Cooperative students must be members of the FFA in order to apply for one of the Cooperative Awards. All eligible students are encouraged to apply for other FFA awards.

FFA Chapter meetings should be scheduled so that Cooperative students have an opportunity to attend.

Leadership

The Cooperative students should take advantage of the many opportunities that are afforded students of vocational agriculture to participate in leadership activities. The vocational agriculture teachers can justify as much as 20 percent of the Cooperative course class time for the instruction and preparation of students for FFA contests.

Because of their occupational training, the Cooperative students should make good members of skill teams.

Agriculture Cooperative Training Awards

Awards have been established for students enrolled in Agriculture Cooperative Training and are listed on the front of the application. All agricultural occupations may be clustered under one of these awards.

To assist the vocational agriculture teachers having difficulty in determining the cluster under which the students are training, it is recommended that the students' occupations be listed as the ones in which they spend as much as 50 percent of their time.

It is hoped that the Agriculture Cooperative teachers will encourage their students to apply for these awards and that each area will submit an application to the State Association for each award.

The purpose of the awards program is to recognize outstanding students enrolled in Agriculture Cooperative Training.

Application for awards in Agriculture Cooperative Training is available from the area consultant.

Method of Selecting Winners

District Selection

The outstanding student in each award area will be selected by a committee of vocational agriculture teachers or by a method to be determined by the district.

Supervised farming programs shall not be considered in selection of winners.

Area Selection

The area award winner should be selected by a committee of three to five vocational agriculture teachers, businesspersons, or representatives of both groups.

State Selection

Award winners in the state will be selected from the applications by a committee during the State Advanced Degree meeting.

Certificate for Local Award Winners

It is recommended that local award winners be presented an Agriculture Cooperative Training certificate at the Parent-FFA Member Banquet or a similar function. These certificates may be obtained from the area consultant. A copy of the certificate may be found in this section.

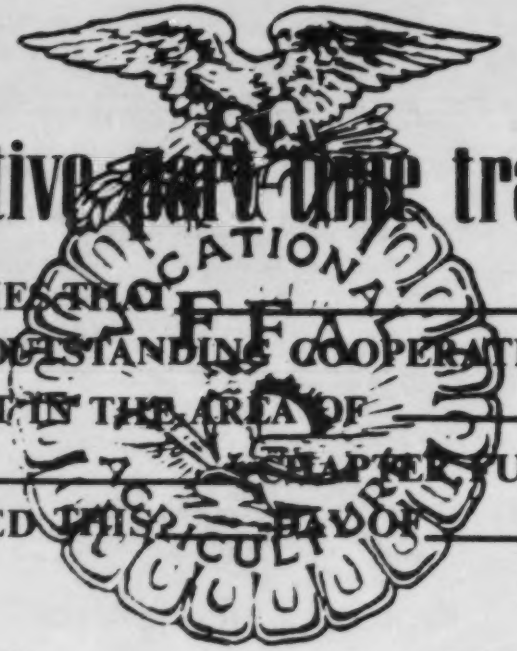
Certificate for Agri-Business Training

There are a number of students that seek employment after graduation from high school and never mention their vocational training. It is hoped that a certificate will help the students to have a greater appreciation for their training.

It is recommended that students of Agriculture Cooperative Training who have completed the required training for the respective occupation be presented an Agri-Business Training Certificate. The vocational agriculture teacher conducting the Agriculture Cooperative Training program should determine if the student has developed the basic manipulative skills in the occupation for which training to become a competent employee. This may be presented at the Parent-FFA Member Banquet or a similar function. These certificates may be obtained from the area consultant. A copy of the Agri-Business Training Certificate may be found in this section.

future farmers of america

Founded 1928



cooperative part-time training

THIS AWARD CERTIFIES THAT _____ HAS BEEN SELECTED AS THE OUTSTANDING COOPERATIVE PART-TIME TRAINING STUDENT IN THE AREA OF _____ OF THE _____ CHAPTER, FUTURE FARMERS OF AMERICA. PRESENTED THIS ____ DAY OF _____ 19___

_____ Vocational Agriculture Teacher

_____ Superintendent

_____ Chapter President

_____ Advisory Council Chairperson

_____ Principal

VOCATIONAL AGRICULTURE CERTIFICATE

Texas Education Agency
Agricultural Education

Agri-Business Training

This is to certify that _____ *has completed a training program under the supervision of the* _____ *Public Schools in* _____ *Training and has met the minimum requirements for the* _____ _____ *occupation.*

Given at _____, *Texas, this* _____ *day of* _____, *19*__.

_____
Vocational Agriculture Teacher

_____
Local School Administrator

_____
Chairperson, Local Advisory Council

_____
Director, Agricultural Education, Texas Education Agency

SECTION XIII

TEACHING RELATED INSTRUCTION

Class Instruction

Instruction in Agriculture Cooperative Training may be divided into two main categories:

1. Group Instruction - a core of common general instruction which should be presented to all students regardless of occupation.
2. Individual Instruction - instruction related to each specific occupation in which the students are employed.

In the group instruction all of the various methods and techniques common to the teaching of production agriculture may be used, including classroom instruction, shop instruction, and field trips. Local resource personnel can be used effectively in teaching various topics in the classroom or on field trips.

In order to assist an Agriculture Cooperative Training teacher with group discussion, a "Group Instruction Handbook" for vocational agriculture teachers has been developed and is available from the Vocational Instructional Services. The handbook contains approximately 90 topics, and transparencies are available to supplement the handbook. Also available is a student workbook which is correlated with selected topics of the "Group Instruction Handbook." Included in the handbook is a sixteen-page introduction to group instruction. This introduction covers the following areas:

Purpose of Group Discussion, Development of Leadership, How to Plan a Discussion, Suggestions for Leading Discussions, Use of the Chalkboard, and other information. If the vocational agriculture teacher will follow the suggestion in the introduction, the end result will be an interesting and pleasant class period.

Individual Instruction

Individual instruction related to each occupation should be correlated closely with the work experience. This can be accomplished by close cooperation of teacher and the employer in developing the cooperative training plan for the student and by proper visitation and supervision of the student at work.

Even though the importance of individual-related instruction cannot be overemphasized, it should be kept in mind that a student cannot be expected to maintain interest if the individual supervised study method is used every day.

It is recommended that group instruction be used from 35 to 50 percent of the class time. The remainder of the class instruction should be devoted to individual student assignments and supervision.

SECTION XIV

PUBLIC RELATIONS FOR AGRICULTURE COOPERATIVE TRAINING

The importance of good public relations for any program cannot be overemphasized. This is especially true for Agriculture Cooperative Training Programs. The general public should be informed of the purposes of the program. Keeping the people informed will help the students as well as the school. Employers enjoy publicity and will in turn work harder in training students. If Agriculture Cooperative Training students are well trained and the program maintains a desirable reputation, the students will find it easier to obtain desirable jobs.

Of course, the best way to publicize is to maintain an effective program, but other media should also be used. When a new program is established, the local newspapers, radio stations, and television stations should be notified. It is very important that the news release be complete and accurate; the first impression is a lasting one. After the initial news release, it is essential to maintain an active public relations program. Vocational agriculture teachers may take pictures of students on the job and write short captions. These can be sent to local newspapers and to the state FFA magazine. This will promote pride on the part of the student and employer. Specific information on the use of news media may be obtained in the Future Farmers of America Official Manual.

Since the Agriculture Cooperative Training Program will be comparatively new to the student body, it may be desirable to conduct a school assembly and to place articles in the school paper. The attitude of students may determine the effectiveness of the program.

The vocational agriculture teacher may be asked to present talks on the Agriculture Cooperative Training Program before civic organizations, school boards, or other groups. These presentations should be well planned and organized. Teachers

should be prepared to answer questions. If an interesting and informative presentation is given, much support in improving the Agriculture Cooperative Training Program will be gained.

Training Station Certificates

Teachers should present framed training station certificates to employers. By developing pride on the part of the employer, the teacher will improve the effectiveness of the training station. The employer should be urged to place the certificates where they may be seen when one enters the place of business. A copy of the certificate may be found in this section. The certificates are available on request from the area consultant.

Suggested News Articles

Suggested news articles that may be used by the vocational agriculture teacher in publicizing the Agriculture Cooperative Training Program:

FOR IMMEDIATE RELEASE

Introductory Article

Agricultural Occupations Program
(Name)
Vocational Agriculture Instructor

According to _____, Superintendent of Schools, a new on-the-job training program for high school students will be launched this fall at _____ High School. An "Off-Farm Agricultural Occupations" curriculum has been developed by the Vocational Instructional Services, Texas A&M University, in cooperation with the vocational agriculture teachers and a state advisory committee in each related agricultural occupation.

This program will give students an opportunity to spend part of their school time in on-the-job training with local agricultural business and industrial firms. Students participating will enroll in regular high school courses, including one period of related agricultural instruction, during which time they will study information related to their on-the-job training. They will spend 15 hours each week on the job, learning the skills and management practices involved, under the guidance of a skilled instructor selected from the firm in which the student is working.

This phase of the vocational agriculture program is designed to offer training to all high school students who have an interest in an off-farm agricultural occupation. This training can lead to in-school employment and immediate employment after completion of the high school program, or serve as a background for post-high school study.

A survey conducted recently indicates _____ (number) ag-related businesses in the _____ (town) area. _____ (number) of these firms are interested in employing a student trainee. Further information concerning the program may be obtained by contacting _____, Vo-Ag instructor, or _____, high school principal.

FOR IMMEDIATE RELEASE

Advisory Council

A picture of the council members is recommended here.

The _____ (number) community leaders in business, labor, education, and agriculture named to the _____ High School Vocational Agriculture Advisory Council are: (Pictured above L to R)

_____, _____;

_____, _____;

_____, _____;

_____, _____;

_____, _____;

These council members will advise _____, teacher of vocational agriculture, in planning and conducting the off-farm agricultural occupations program. They were approved by the _____ School Board at its meeting _____ (date) evening, and will serve from one to three-year terms.

FOR IMMEDIATE RELEASE

Student at Work

Picture of Trainee on the Job

_____, student trainee, on the (left), performs a part of his/her job as _____ (job or position) while _____, on-the-job instructor supervises. _____ is one of the trainees from the _____ (school) High School agricultural occupations class. The student trainee spends one-half of the school day in regular academic study, including vocational agriculture. Each student spends three hours during the school day training at the training station. _____, Vo-Ag instructor at _____ High School, is supervising the program which is designed to offer training for gainful employment in off-farm agricultural occupations.

Sample Outline of a Speech

The presentation of short talks or speeches to civic clubs and other groups is an excellent way to promote the program. This enables the public to get personally acquainted with the vocational agriculture teacher, and it also gives the vocational agriculture teacher a chance to answer questions which may evolve from the group. The teacher should be prepared to present a talk concerning the program whenever the occasion arises. Most groups are happy to have representatives of the school speak to them concerning educational problems in the community.

In order to do this adequately, the presentation should be well organized and prepared. Charts, graphs, and figures can be incorporated into the presentation to help illustrate and carry the program to its conclusion. Vary the material and its presentation to fit the group.

The following is a sample outline of a speech that is for presentation to civic groups, etc. This is presented as a sample and should be adapted to the local situation.

I. Introduction

   a. My relationship to school, position, etc.
   b. Statement about the increased emphasis and need for vocational education

II. Status of high school students

   a. Enrollment in various programs in school
   b. Enrollment in our school, state programs, etc.
   c. College-bound students
   d. Dropouts in our high school
   e. What are we doing for these students?

III. Explanation of program under the provisions of the Vocational Education Act of 1963 and subsequent legislation

   a. Type of program
   b. Objectives of the program
   c. Explanation of how the program operates

IV. Possibilities of the program in our community

a. Job opportunities in the community, state, and nation
b. The number of businesses in the area related to agriculture
c. Number of possible training centers
d. Cost of such a program
e. Additional facilities needed for such a program

V. Explain the values of the program

a. To the community
b. To the school
c. For the employer, and
d. Most of all to the student

VI. Ask for their support and cooperation in helping develop this phase of the vocational agriculture program in our community

VII. Summary

VIII. Questioning period

Approved Training Center

For students preparing for agricultural occupations through

Cooperative part-time training

in vocational agriculture

_____

School

_____

Year

_____ _____

Vocational Agriculture Teacher — Superintendent

_____ _____

Advisory Council Chairperson — Principal

SECTION XV

REPORTS FOR AGRICULTURE COOPERATIVE TRAINING

Reports must be made in order to determine the success and effectiveness of a training program and to determine the number of students receiving training, their ages, and the people responsible for the training program. Also, it is necessary that this information is available in order to make the necessary reports required by the Texas Education Agency and the U.S. Department of Education.

Cooperative Training Plan - VOC-044

The Cooperative Training Plan, which may be developed for a one- or two-year period, is a guide or a plan that should be followed at the training station and at school to train the student in the occupation for which they are training. The plan for training each student must be a cooperative effort between the vocational agriculture teacher and the employer and should be developed before the student starts to work or immediately after placement. Cooperative Training Plans are to be executed in duplicate and mailed to the area consultant. After receiving the area consultant's approval, one copy is retained for the consultant's file and one copy is returned to the school.

A copy of the approved Cooperative Training Plan should be filed with the employer in order to be covered by the exemptions of the minimum wage and hazardous occupation laws. This will document that the student is receiving instruction in an accredited school and is employed on a part-time basis under a bona fide vocational training program administered by the school. The Cooperative Training Plan is also required for the employer to obtain a tax credit with the Internal Revenue Service.

Explanation of the Cooperative Training Plan

The Cooperative Training Plan is designed to fill a three-fold purpose: (1) to serve as a guide for the coordinator and employer in providing the student-learner with both practical work experiences and technical information related to the occupation, (2) to provide a record of the student's progress on the job, and (3) to provide a record of the related studies.

Work Experiences to be Provided: The vocational agriculture teacher, with the assistance of the employer, lists all the various types of jobs or work experiences in which the student-learner may be reasonably expected to engage during the training period. Although it is practically impossible to plan a definite sequence of work experiences months in advance and adhere strictly to the schedule, it is nonetheless imperative that some sort of logical and systematic method of listing the work experiences in the Cooperative Training Plan be followed. The two most satisfactory methods of listing work experiences are explained below:

1. Jobs or work experiences may be listed in order of difficulty, from the easiest to the most difficult. Some occupations have a traditional progression order for learners; in others, it is difficult to follow a given order.
2. Work experiences or work assignments may be planned by semesters. Only new experiences should be included.

Record of Work: This column takes the place of a separate form for recording the job progress of the student-learner and is to be used by the vocational agriculture teacher for recording the type and frequency of the work experiences of the student in any manner which he chooses.

Outline of Study Assignments: The outline of study assignments should be made out by the vocational agriculture teacher, using suggestions from the employer,

and should consist of topics or subjects or information relating to and paralleling the work experiences listed in the first column. In general, the information topics listed concern tools, equipment, and materials for the occupation; merchandise information; related mathematics and science; and operating principles and processes related to the occupation.

Record of Studies: In this column, the vocational agriculture teacher indicates the student's performance on any type of assignment or test related to a topic or subject of information included in the outline of study assignments. For example, the letters A, B, or C may be used to indicate grades. From this record, the teacher is able to determine how closely the work experiences and related studies of the student are correlated and where additional lesson assignments should be made.

Developing the Cooperative Training Plans

The Cooperative Training Plan should be developed by the vocational agriculture teacher with the assistance of the student's supervisor at the training station. It is suggested that the teacher use the materials provided by Vocational Instructional Services when developing the "Outline of Study Assignments." This outline should be similar to the outlines prepared in this section. After this part has been developed, the vocational agriculture teacher should make an outline of the "Work Experiences to be Provided." The teacher must use his/her own knowledge of the occupation and suggestions from the training station supervisor as to the experiences provided.

After the preliminary Cooperative Training Plan has been developed, the teacher should make an appointment with the student's training station supervisor to review the Cooperative Training Plan. The supervisor should make additions or deletions of the Cooperative Training Plan as they are needed. After the review

by the training station supervisor, it is ready to be submitted to the area consultant. Examples of several Cooperative Training Plans may be found in this section. A calendar showing dates reports are due for all training programs in vocational agriculture may also be found in this section.

Grade 11

Age 16

Sex: M X F ____

TEXAS EDUCATION AGENCY
Department of Occupational Education and Technology
Austin, Texas

Time of day related class meets 8:20-9:15 a.m.

Cooperative Training Plan

(THIS IS NOT A CONTRACT)

PROGRAM Agriculture **SCHOOL CAMPUS** (name of school)

This training plan is to (1) define clearly the conditions and schedule of training whereby student James Z. Atnip - 000-00-0000 (Name and social security no. of student) is to receive training as a (an) Garden Center Employee - 01.0601 (Occupational Objective) (Instructional Code) and (2) serve as a guide to the cooperating parties:

of the Johnson's Garden Center (Company) and the (name of school district) (School District)

who are responsible for providing students with opportunities for training in the basic skills of an occupation and knowledge of related technical information. In order that a systematic plan which provides for well-rounded training can be followed, a schedule of work experiences and a course of study paralleling it have been worked out and agreed upon between the employer and representative of the school.

The student agrees to perform diligently the work experiences assigned by the employer according to the same company policies and regulations applicable to regular employees. The student also agrees to pursue faithfully the prescribed course of study and to take advantage of every opportunity to improve his or her efficiency, knowledge, and personal traits in order to enter the chosen occupation as a desirable employee at the termination of the training period.

In addition to providing practical instruction, the employer agrees to pay the student for the useful work done while undergoing training according to the following plan:

1. The beginning wage will be $2.5125 per hour for 20 hours per school week.

2. A review of the wages paid the student will be made jointly by the employer and coordinator periodically in keeping with company policy for the purpose of determining a fair and equitable wage consistent with the student's increased ability and prevailing economic conditions.

The training period begins the 30th day of August, 19 82, and extends through June 1, 19 84.

There will be a probationary period of 30 days during which the interested parties may determine if the student has made a wise choice of an occupation, and if the training should be continued.

This plan has been reviewed and recommended by the Local Advisory Committee. It may be terminated for just cause by either party without recourse.

Students will be accepted and assigned to jobs without regard to race, color, national origin, sex, or handicapping condition.

SIGNATURE APPROVALS:

James Z. Atnip (STUDENT)

C. B. Flowers (EMPLOYER)

Charles C. Atnip (PARENT OR GUARDIAN)

John L. Fikes (TEACHER-COORDINATOR)

APPROVED FOR TEA BY: (Leave Blank)

TEA-12

(OVER)

VOC-044R83

Grade (Use 11 or 12)

Age (16 or over)

Sex: M ____ F ____
(Place X in appropriate space)

TEXAS EDUCATION AGENCY
Department of Occupational Education and Technology
Austin, Texas

Time of day related class meets _____
(Use class time)

Cooperative Training Plan

(THIS IS NOT A CONTRACT)

PROGRAM (Use "Agriculture" only) **SCHOOL CAMPUS** (name of school)

This training plan is to (1) define clearly the conditions and schedule of training whereby student

(name used on official school records) _____ is to receive training as a (an)
(Name and social security no. of student)

(Use Occupational Objective and Instructional Code from Vocational Agriculture list of New Six-Digit Occupations & Codes) _____ and (2) serve as a guide to the cooperating parties:
(Occupational Objective) (Instructional Code)

of the (name used on signs, letterheads, etc.) _____ and the (name of school district) _____
(Company) (School District)

who are responsible for providing students with opportunities for training in the basic skills of an occupation and knowledge of related technical information. In order that a systematic plan which provides for well-rounded training can be followed, a schedule of work experiences and a course of study paralleling it have been worked out and agreed upon between the employer and representative of the school.

The student agrees to perform diligently the work experiences assigned by the employer according to the same company policies and regulations applicable to regular employees. The student also agrees to pursue faithfully the prescribed course of study and to take advantage of every opportunity to improve his or her efficiency, knowledge, and personal traits in order to enter the chosen occupation as a desirable employee at the termination of the training period.

In addition to providing practical instruction, the employer agrees to pay the student for the useful work done while undergoing training according to the following plan:

1. The beginning wage will be $ _____ (Use dollars and cents per hour) per _____ for _____ (Not less than 15 nor more than 25 per school week) hours per school week. (Do not leave blank)

2. A review of the wages paid the student will be made jointly by the employer and coordinator periodically in keeping with company policy for the purpose of determining a fair and equitable wage consistent with the student's increased ability and prevailing economic conditions.

The training period begins the _____ day of _____ (Date student placed on job), 19 _____, and extends through _____ (If in 11th grade - date will be two years later), 19 _____.

There will be a probationary period of _____ days during which the interested parties may determine if the student has made a wise choice of an occupation, and if the training should be continued. (Do not leave blank)

This plan has been reviewed and recommended by the Local Advisory Committee. It may be terminated for just cause by either party without recourse.

Students will be accepted and assigned to jobs without regard to race, color, national origin, sex, or handicapping condition.

SIGNATURE APPROVALS:
(Signatures in Ink)

_____ (STUDENT)

_____ (EMPLOYER)

_____ (PARENT OR GUARDIAN)

_____ (TEACHER-COORDINATOR)

APPROVED FOR TEA BY: (Leave Blank)

TEA-12 (OVER)

NOTE: Original and one copy to be sent to area occupational education specialist.

VOC-044R83

EXAMPLE TRAINING PLAN FOR GREENHOUSE WORKER

WORK EXPERIENCES TO BE PROVIDED	RECORD OF WORK	OUTLINE OF STUDY ASSIGNMENTS	RECORD OF STUDIES
The student will perform: I. Identifying Plants II. Preparing Soils A. Screening B. Mixing C. Sterilizing D. Placing in containers III. Propagating Plants A. Seeds B. Cuttings C. Other methods IV. Caring for Plants A. Watering B. Feeding C. Weeding D. Thinning E. Pruning F. Spraying V. Maintaining greenhouse A. Structure B. Equipment VI. Selling A. Displaying and arranging B. Pricing C. Meeting the customer D. Closing the sale VII. Selecting Plants A. Open areas B. Shaded areas C. Deciduous plants D. Evergreens VIII. Others: _____ _____ _____		The student will study: I. Group Instruction (List main headings only) A. Careers in agriculture B. FFA leadership C. Getting a job D. Human relations and personality E. Scholarship and school F. Personal traits G. Health and habits H. Business organization I. Agricultural salesperson Ref: Group Instruction Handbook for Vocational Agricultural Teachers -- Printed by Vocational Instructional Services, Texas A&M University II. Individual Assignment A. Introduction 1. Importance of horticulture 2. Types of horticultural businesses 3. Horticultural occupations B. Plant growing structures, maintaining, and constructing 1. Cold frames 2. Hotbeds 3. Lath houses 4. Greenhouses 5. Greenhouse equipment C. Plant growing media 1. Soil mixture 2. Soil moisture 3. Nutrients 4. Soil sterilization 5. Growing media D. Plant identification 1. Growth habits 2. Characteristics E. Plant propagation 1. Seeds 2. Cuttings 3. Layering 4. Division	

WORK EXPERIENCES TO BE PROVIDED	RECORD OF WORK	OUTLINE OF STUDY ASSIGNMENTS	RECORD OF STUDIES
		5. Grafting 6. Budding F. Nursery plant production 1. Cultivation 2. Growing a. watering b. pruning c. weed control d. fertilizing 3. Producing in containers 4. Bedding plants 5. Cut flower G. Floral crop production 1. Temperature control 2. Light control 3. Soils for greenhouses 4. Foliage plants 5. Succulent plants 6. Flowering plants 7. Pot plants H. Controlling plant insects, diseases, and pests 1. Diagnosing pests 2. Insects 3. Disease 4. Prevention and control I. Small power equipment 1. Operating 2. Maintaining 3. Safety J. Merchandising horticultural plants and supplies 1. Displaying 2. Advertising 3. Labeling and pricing 4. Meeting customers 5. Selling supplies and services 6. Closing the sale K. Others: _____ _____ _____ 70	

EXAMPLE TRAINING PLAN FOR AGRICULTURAL CHEMICALS SALES AND SERVICE

WORK EXPERIENCES TO BE PROVIDED	RECORD OF WORK	OUTLINE OF STUDY ASSIGNMENTS	RECORD OF STUDIES
The student will perform: I. Practicing Precautions: A. Handling B. Protective clothing C. Accident procedures II. Using References: A. Sources: 1. Catalogs 2. Charts 3. Bulletins B. Applying reference information III. Stocking Bulk Chemicals A. Receiving materials B. Unloading C. Safety in handling chemicals IV. Assisting Retail Salesperson A. Inside sales 1. Greeting customers 2. Presenting merchandise B. Outside sales V. Maintaining Equipment A. Cleaning and oiling B. Making minor repairs VI. Building New Equipment A. Building new fertilizer distributors B. Welding C. Painting VII. Caring for Used Equipment A. Replacing broken or worn parts B. Sanding metal and preparing it for painting C. Painting equipment VIII. Repair of Motors Used in Mixing and in Trucks A. Cleaning the motors, steaming, etc.		The student will study: I. Group Instruction (List main headings only) A. Careers in agriculture B. FFA leadership C. Getting a job D. Human relations and personality E. Scholarship and school F. Personal traits G. Health and habits H. Business organization I. Agricultural salesperson Ref: Group Instruction Handbook for Vocational Agriculture Teachers -- Printed by Vocational Instructional Services, Texas A&M University II. Individual Assignment A. Introduction to agricultural chemicals 1. Importance of the basic plant element 2. Trace elements B. Safety in the use of agricultural chemicals 1. Storing 2. Mixing 3. Applying 4. Container disposing 5. Knowing first aid treatment C. Types of agricultural chemicals 1. Herbicides 2. Insecticides 3. Fungicides 4. Pesticides D. Equipment Used in the application of agricultural chemicals 1. Sprayers 2. Dusters	

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WORK EXPERIENCES TO BE PROVIDED	RECORD OF WORK	OUTLINE OF STUDY ASSIGNMENTS	RECORD OF STUDIES
B. Turning motors, replacing plugs, points, belts, and broken parts C. Repairing broken hitches, frames IX. Others: _____ _____ _____		3. Airplanes E. Fertilizer distributors 1. Loading 2. Safety measures in handling 3. Maintenance when not in use F. Controlling insects on field crops 1. Grain 2. Forage 3. Pasture 4. Oil and seed crops 5. Fiber 6. Roots and tubers 7. Sugar 8. Others G. Controlling insects on horticultural crops 1. Tree fruits 2. Citrus and subtropical 3. Small fruits 4. Nut crops 5. Vegetables 6. Ornamentals H. Controlling diseases on plants 1. General 2. Field crops 3. Fruit and nuts 4. Vegetables 5. Lawn and ornamentals 6. Forest trees I. Controlling diseases on livestock 1. Livestock 2. Small animals 3. Poultry J. Controlling Parasites 1. Internal 2. External K. Controlling insects on livestock 1. Livestock 2. Small animals 3. Poultry L. Others: _____ _____ 72	

EXAMPLE TRAINING PLAN FOR MACHINERY OCCUPATIONS (POWER)

WORK EXPERIENCES TO BE PROVIDED	RECORD OF WORK	OUTLINE OF STUDY ASSIGNMENTS	RECORD OF STUDIES
The student will perform: I. Tool Usage A. Power tools B. Hand tools II. Cleaning of Tools and Equipment III. Disassembling Engines A. Removal of hood and other parts B. Valve covers C. Rocker arm assembly D. Head nuts E. Head F. Rods G. Valves IV. Minor Repairs A. Cooling system 1. Hose connections 2. Thermostat B. Flushing of radiator C. Steering mechanism 1. Alignment 2. Wheel bearings D. Ignition system 1. Cleaning 2. "Check-out" E. Starter 1. Brushes 2. Connections F. Distributor 1. Points 2. Adjustments G. Fuel Systems 1. Filters 2. Carburetor H. Air, Fuel, and Exhaust Systems 1. Air cleaners a. Dry b. Oil bath 2. Mufflers		The student will study: I. Group Instruction (List main headings only) A. Careers in agriculture B. FFA leadership C. Getting a job D. Human relations and personality E. Scholarship & school F. Personal traits G. Health and habits H. Business organizations I. Agricultural salesperson Ref: Group Instruction Handbook for Vocational Agriculture Teachers--Printed by Vocational Instructional Services Texas A&M University II. Individual Assignment A. Introduction 1. Shop safety 2. Tools 3. Transmission of power 4. Parts 5. Tractor design B. Internal combustion engine 1. Theory of operation 2. Engine types 3. Power plant construction 4. Power plant disassembly, assembly, and repairs C. Lubricants and lubricating systems 1. Lubricants 2. Lubricating systems 3. Oil pumps D. Fuel systems 1. Fuels and principles of combustion 2. Gasoline systems	

WORK EXPERIENCES TO BE PROVIDED	RECORD OF WORK	OUTLINE OF STUDY ASSIGNMENTS	RECORD OF STUDIES
V. Others: _____ _____ _____		3. LP gas systems 4. Governors 5. Diesel fuel systems 6. Air cleaners 7. Intake and exhaust manifold and pipes E. Cooling systems 1. Liquid 2. Air F. Electrical system 1. Magnetism 2. Electricity 3. Battery 4. Alternator 5. Instruments G. Engine testing and tune-up 1. Testing equipment 2. Tune-up H. Power train 1. Clutch 2. Principles of gear operation 3. Transmission 4. Drives 5. Hydraulics 6. Power take-off 7. Universal joints I. Braking system J. Steering system K. Wheels and tires L. Reconditioning body parts 1. Cleaning 2. Metal working 3. Replacing M. Basic hydraulics N. Others: _____ _____ _____ 74	

CALENDAR FOR DISTRIBUTION OF
VOCATIONAL AGRICULTURE REPORT FORMS

DATE DUE	NAME OF REPORT	TO WHOM SENT	NO. OF COPIES TO BE SENT
PRODUCTION AGRICULTURE, PRE-EMPLOYMENT LABORATORY AND AGRICULTURE COOPERATIVE TRAINING			
	*VAG-006, Occupational Record of Vocational Student	Kept up to date permanently in teacher's file	
May 1	**VAG-009R82, Summer Plans for a Program of Vocational Education in Agriculture	File one copy with local administrator by May 1	
PRODUCTION AGRICULTURE			
March 1	VAG-004R82, Supervised Occupational Experience Program Final Report for Previous School Year	Area Consultant	1
AGRICULTURE COOPERATIVE TRAINING			
Soon after placement on the job	VOC-044R82, Cooperative Training Plan	Area Consultant	2

*This form is to be used by teachers of all programs in Vocational Agriculture (regular, disadvantaged, and handicapped).

**This form is to be used by teachers of 11- and 12-month programs.

SECTION XVI

LABOR LAWS

Teachers of vocational agriculture should acquaint themselves with the state and federal labor laws. Students of Agriculture Cooperative Training must be 16 years of age to be eligible for enrollment. Because of the age requirement, the provisions of the Texas labor laws are automatically complied with.

Child Labor standards Under Federal Laws

Enrollment in part-time classes reimbursed from funds appropriated under the Vocational Education Act of 1963 and subsequent legislation is limited to workers 16 years of age and over. Also, the Fair Labor Standards Act provides that 16 years is the legal minimum age for workers during school hours in any occupation in or about any establishment which produces goods for shipment in interstate commerce. Therefore, the Office of Education and the U.S. Department of Labor agree that a minimum age of 16 years for school and work programs should be observed.

Child Labor Requirements in Nonagricultural Occupations

Child Labor Bulletin No. 101 (Child Labor Requirements in Nonagricultural Occupations) is a guide to the provisions of the Fair Labor Standards Act (also known as the Wage-Hour Law) which apply to minors employed in nonagricultural occupations.

The Fair Labor Standards Act provides a minimum age of 18 years for any nonagricultural occupations which the Secretary of Labor "shall find and by order declare" to be particularly hazardous for 16- and 17-year-old persons,

or detrimental to their health and well-being. This minimum age applies even when the minor is employed by the parent or person standing in place of the parent.

The 17 hazardous occupations orders now in effect apply either on an industry basis, specifying the occupations in the industry that are not covered, or on an occupational basis irrespective of the industry in which found.

Hazardous Occupations Orders Nos. 5, 8, 10, 12, 14, 16, and 17 contain exemptions for 16- and 17-year-old student-learners provided they are employed under the following conditions:

Student-Learners:

(1.) The student-learner is enrolled in a course of study and training in a cooperative vocational training program under a recognized state or local educational authority or in a course of study in a substantially similar program conducted by a private school; and

(2.) Such a student-learner is employed under a written agreement which provides:

(i) That the work of the student-learner in the occupations declared particularly hazardous shall be incidental to his/her training;

(ii) That such work shall be intermittent and for short periods of time, and under the direct and close supervision of a qualified and experienced person;

(iii) That safety instructions shall be given by the school and correlated by the employer with on-the-job training; and

(iv) That a schedule of organized and progressive work processes to be performed on the job shall have been prepared. Each such written agreement shall contain the name of the student-learner, and shall be signed by the employer and the school coordinator or principal. Copies of each agreement shall be kept on file by both the school and the employer. This exemption for the employment of student-learners may be revoked in any individual situation where it is found that reasonable precautions have not been observed for the safety of minors employed thereunder.

A sample letter of a student-learner exemption is on the following page.

SAMPLE

Mr. Stuart E. Travis
General Manager
Travis Equipment Company
4115 Broadway
Austin, Texas 78702

Dear Mr. Travis:

It is recognized that my Cooperative Part-time in Agriculture student, John Russell, may during the course of his employment be called upon to learn to operate, or operate machines that the Secretary of Labor has declared as particulary hazardous for minors under 18 years of age.

Therefore, this agreement is written up so that you as the employer, and I as a representative of the school, will know that the work of the student in the occupations declared as particularly hazardous shall be incidental to his training; that such work shall be intermittent and for short periods of time, and under the direct and close supervision of a qualified and experienced person; that safety instructions shall be given by the school and correlated by the employer with on-the-job training; and that a schedule of organized and progressive work processes to be performed on the job shall have been prepared.

In recognition of this agreement and as an indication of your concurrence, please sign this letter in the space provided in the lower left-hand corner, retain the duplicate for your files, and return the original for the school files.

Sincerely yours,

Edward M. Kelly, Teacher
Vocational Agriculture
John F. Kennedy High School
Austin, Texas 78745

_____
Stuart E. Travis, General Manager
Travis Equipment Company
Austin, Texas

_____
(date)

_____

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Wage and Hour Provisions of the Fair Labor Standards Act

The Fair Labor Standards Act established a minimum wage for employees engaged in work related to interstate or foreign commerce or in the production of goods for such commerce, and to employees in certain large enterprises. Agriculture Cooperative Training students are covered by the Act, but exemptions may be secured for their employment under special certificates for student-learners at wages lower than the minimum wage. Unless specifically exempt, beginning January 1, 1981, an employee must be paid at least $3.35 per hour. For agricultural farm work, employees must be paid at least $2.00 per hour beginning January 1, 1976; $2.20 an hour beginning January 1, 1977; $2.30 an hour after December 31, 1977.

Terms and Conditions of Employment Under Special Student-Learner Certificates

The special minimum wage rate shall not be less than 75 percent of the applicable minimum wage.

The Student-Learner Certification Program applies only to employment at less than the applicable minimum wage and it is this employment which is limited to a period not longer than one school year and a limited number of hours each week. Employment at the minimum wage or higher may extend for any period of time and for any number of hours per week provided only that the overtime requirements are met.

The certification by the appropriate school official on the student-learner application shall constitute a temporary authorization provided the requirements of the Regulations are met, e.g. Section 520.3, effective from the date such application is forwarded to the Regional Office and after 30 days shall become the special student-learner certificate unless, after

review by the Regional Office, the application is denied. A formal certificate is issued which modifies the terms of the temporary authority or the period of review is expressly extended. A student-learner certificate may not be issued retroactive.

The student-learner certificate must be signed by the employer, the vocational agriculture teacher, and the student, each of whom may keep a copy.

A student must be 16 years of age to be eligible for student-learner certificate.

The student-learner certificate may be issued for a period of one school year unless a longer period can be justified by extraordinary circumstances.

The number of hours of employment training each week at subminimum wages pursuant to a certificate, when added to the hours of school instruction, shall not exceed 40 hours except under extraordinary circumstances.

The student may work a number of hours in addition to the weekly hours, when school is not in session, provided the hours worked shall not exceed eight hours on any such day.

During the school term, when school is not in session for the entire week, the student-learner may work at his/her employment training a number of hours in the week in addition to those authorized by the certificate provided, however, that the total hours shall not exceed 40 hours in any such week.

The Student-Learner Certification Program and the Student-Learner Exemption provided from certain hazardous orders are distinct and separate programs. Any student-learner may be employed under either or both programs.

OMB Approval No. 44-R0308

U.S. DEPARTMENT OF LABOR
Employment Standards Administration
Wage and Hour Division

OFFICIAL USE ONLY
A. Control number _____
B. Effective date _____
C. Expiration date _____
D. Reviewing official _____

APPLICATION FOR AUTHORIZATION TO EMPLOY A STUDENT-LEARNER AT SUBMINIMUM WAGES

The school official's certification in Item 27 of the application provides temporary authority to employ the named student-learner under the terms proposed in the application which are in accordance with section 3(c) of the Student-Learner Regulations (29 CFR 520). The authority begins on the date the application is forwarded to the Regional Office of the Employment Standards Administration. At the end of 30 days, this authority is extended to become the approved certificate unless the Administrator or his/her authorized representative denies the application, issues a certificate with modified terms and conditions, or expressly extends the period of review. Note that the certificate is valid for no more than 1 school year and does not extend beyond the date of graduation.

READ CAREFULLY THE INSTRUCTIONS FOR COMPLETING THIS FORM. PRINT OR TYPE ALL ANSWERS.

1. NAME AND ADDRESS, INCLUDING ZIP CODE, OF ESTABLISHMENT MAKING APPLICATION: Travis Feed Company 4115 Lamar Austin, Texas 78702	3A. NAME AND ADDRESS OF STUDENT-LEARNER: John Carl Burton 5115 Lantern Lane Austin, Texas 78753 B. DATE OF BIRTH: *(Month, day, year)* August 14, 1965
2. TYPE OF BUSINESS AND PRODUCTS MANUFACTURED, SOLD, OR SERVICES RENDERED: Feed Sales and Service	4. NAME AND ADDRESS, INCLUDING ZIP CODE, OF SCHOOL IN WHICH STUDENT-LEARNER IS ENROLLED: Sidney F. Lanier High School 1201 Peyton Gin Road Austin, Texas 78753

5. PROPOSED BEGINNING DATE OF EMPLOYMENT *(Month, day, year)*	8-30-81
6. PROPOSED ENDING DATE OF EMPLOYMENT *(Month, day, year)*	6-3-82
7. PROPOSED GRADUATION DATE *(Month, day, year)*	6-2-83
8. NUMBER OF WEEKS IN SCHOOL YEAR	36
9. TOTAL HOURS OF SCHOOL INSTRUCTION PER WEEK	15
10. NUMBER OF SCHOOL HOURS DIRECTLY RELATED TO EMPLOYMENT TRAINING	5
11. HOW IS EMPLOYMENT TRAINING SCHEDULED *(Weekly, alternate weeks, etc.)?*	
12. NUMBER OF WEEKS OF EMPLOYMENT TRAINING AT SUBMINIMUM WAGES	36
13. NUMBER OF HOURS OF EMPLOYMENT TRAINING A WEEK	25
14. ARE FEDERAL VOCATIONAL EDUCATION FUNDS BEING USED FOR THIS PROGRAM?	yes
15. WAS THIS PROGRAM AUTHORIZED BY THE STATE BOARD OF VOCATIONAL EDUCATION?	yes
16. IF THE ANSWER TO ITEM 15 IS "NO", GIVE THE NAME OF THE RECOGNIZED EDUCATIONAL BODY WHICH APPROVED THIS PROGRAM:	

17. TITLE OF STUDENT-LEARNER OCCUPATION:	Feed Sales and Service
18. NUMBER OF EMPLOYEES IN THIS ESTABLISHMENT	5
19. NUMBER OF EXPERIENCED EMPLOYEES IN STUDENT-LEARNER'S OCCUPATION	1
20. MINIMUM HOURLY WAGE RATE OF EXPERIENCED WORKERS IN ITEM 19	$3.35
21. SUBMINIMUM WAGE(S) TO BE PAID STUDENT-LEARNER *(If a progressive wage schedule is proposed, enter each rate and specify the period during which it will be paid):*	Not less than $2.5125 per hour
22. IS AN AGE OR EMPLOYMENT CERTIFICATE ON FILE IN THIS ESTABLISHMENT FOR THIS STUDENT-LEARNER? *(If not, see instructions).*	yes
23. IS IT ANTICIPATED THAT THE STUDENT-LEARNER WILL BE EMPLOYED IN THE PERFORMANCE OF A GOVERNMENT CONTRACT SUBJECT TO THE WALSH-HEALEY PUBLIC CONTRACTS ACT OR THE SERVICE CONTRACT ACT?	no

72 **ATTACH SEPARATE PAGES IF NECESSARY**

Form WH-205
Rev. Aug. 1974

24. OUTLINE THE SCHOOL INSTRUCTION *directly* RELATED TO THE EMPLOYMENT TRAINING *(list courses, etc.)*.

Structure of Business
Agricultural Salesmanship
Business Procedures
Formulating-Rations
Preparing Feeds
Course of Study: English
Chemistry
Bookkeeping

25. OUTLINE TRAINING ON-THE-JOB *(describe briefly the work process in which the student-learner will be trained and list the types of any machines used)*.

Duties: Making calls with salesman. Balancing rations, pricing feeds, unloading and stacking feed, and working with customers.

Machines Used: Scales and mixing.
(Note: If student is to work in one of the occupations declared as particularly hazardous for minors under 18 years of age by the Secretary of Labor, please indicate in this item whether a written agreement has been prepared and is in effect.)

26. SIGNATURE OF STUDENT-LEARNER:

I have read the statements made above and ask that the requested certificate, authorizing my employment training at subminimum wages and under the conditions stated, be granted by the Administrator or his/her authorized representative.

John Carl Burton
(Print or type name of student)

Signature of Student

8-27-81
Date

27. CERTIFICATION BY SCHOOL OFFICIAL:

I certify that the student named herein will be receiving instruction in an accredited school and will be employed pursuant to a bona fide vocational training program, and that the application is properly executed in conformance with section 520.3(c) of the Student-Learner Regulations.

J. Sean Roark
(Print or type name of official)

Signature of School Official

8-27-81
Date

Title Vocational Agriculture Teacher

Tel. No. _____
(Include Area Code)

28. CERTIFICATION BY EMPLOYER OR AUTHORIZED REPRESENTATIVE:

I certify, in applying for this certificate, that all of the foregoing statements are, to the best of my knowledge and belief, true and correct.

Stuart E. Travis
(Print or type name of employer or representative)

Signature of employer or representative

8-27-81
Date

Title Owner

Tel. No. _____
(Include Area Code)

ATTACH SEPARATE SHEETS IF NECESSARY

U.S. G.P.O. 1976-621-736/5952

Regulations, Part 520: Employment of Student-Learners

Title 29 of the
Code of Federal Regulations

U.S. Department of Labor
Employment Standards Administration
Wage and Hour Division

WH Publication 1343
(Reissued May 1976)

Regulations, Part 520—Employment of Student-Learners Pursuant to Section 14 of the Fair Labor Standards Act, as Amended

Sec.

520.1 Applicability of the regulations contained in this part.
520.2 Definitions.
520.3 Application for a special student-learner certificate.
520.4 Procedure for action upon application.
520.5 Conditions necessary for favorable review.
520.6 Terms and conditions of employment under special student-learner certificates.
520.7 Employment records to be kept.
520.8 Duration of certificates.
520.9 Compliance with established standards.
520.10 Reconsideration and review.
520.11 Amendment to the regulations in this part.
520.12 Work experience and career exploration programs.

AUTHORITY: The provisions of this Part 520 issued under section 14, 52 Stat. 1068, as amended; 29 U.S.C. 214.

[This publication conforms to the Code of Federal Regulations as of September 25, 1974, the date this reprint was authorized.]

Section 520.1

Applicability of the regulations contained in this part.

The regulations contained in this part are issued in accordance with section 14 of the Fair Labor Standards Act of 1938, as amended, to provide for the employment under special certificates of student-learners at wages lower than the minimum wage applicable under section 6 of the act. Such certificates shall be subject to the terms and conditions hereinafter set forth.
[18 F.R. 3290, June 10, 1953]

Section 520.2

Definitions.

As used in the regulations contained in this part:

(a) A "student-learner" is a student who is receiving instruction in an accredited school, college or university and who is employed on a part-time basis, pursuant to a bona fide vocational training program.

(b) A "bona fide vocational training program" is one authorized and approved by a State board of vocational education or other recognized educational body and provides for part-time employment training which may be scheduled for a part of the work day or work week, for alternating weeks or for other limited periods during the year, supplemented by and integrated with a definitely organized plan of instruction designed to teach technical knowledge and related industrial information given as a regular part of the student-learner's course by an accredited school, college or university.
[18 F.R. 3290, June 10, 1953]

Section 520.3

Application for a special student-learner certificate.

(a) Whenever the employment of a student-learner at wages lower than the minimum wage applicable under section 6 of the Fair Labor Standards Act of 1938, as amended, is believed necessary to prevent curtailment of opportunities for employment, an application for a special certificate authorizing the employment of such student-learner at subminimum wages shall be filed in duplicate by the employer with the authorized representative of the Administrator at the appropriate Regional or Caribbean Office of the Wage and Hour Division, U.S. Department of Labor.

(b) Application must be made on the official form furnished by the Division and must be signed by the employer, the appropriate school official and the student-learner. The application must contain all information required by such form, including among other things, a statement clearly outlining the vocational training program and showing, particularly, the processes in which the student-learner will be engaged when in training on the job; a statement clearly outlining the school instruction directly related to the job; the total number of workers employed in the establishment; the number and hourly wage rate of experienced workers employed in the occupation in which the student-learner is to be trained; the hourly wage rate or progressive wage schedule which the employer proposes to pay the student-learner; data regarding the age of the student-learner; the period of employment training at subminimum wages; the number of hours of employment training a week; the number of hours of school instruction a week; and a certification by the appropriate school official that the student named therein will be receiving instruction in an accredited school, college or university and will be employed pursuant to a bona fide vocational training program, as defined in § 520.2(b).

(c) The certification by the appropriate school official must satisfy the following conditions:

(1) The application must be properly executed in conformance with § 520.3.

(2) The employment training must conform with the provisions of §§ 520.5 (a), (c), (d), and (g) and paragraphs (a) and (c) of § 520.6.

(3) The occupation must not be one for which a student-learner application was previously submitted by the employer and a special certificate was denied by the Administrator or his authorized representative.
[35 F.R. 13884, Sept. 2, 1970]

Section 520.4

Procedure for action upon application.

(a) The certification by the appropriate school official on an application for a special

student-learner certificate authorizing the employment of a student-learner at subminimum wages (see § 520.3(b)) shall constitute a temporary authorization for the employment of a student-learner at wages lower than the minimum wage applicable under section 6 of the act, effective from the date such application is forwarded to the Division in conformance with § 520.3 and, at the end of 30 days, shall become the permanent special student-learner certificate unless, after review, the Administrator or his authorized representative denies the application, issues a certificate with modified terms and conditions, or expressly extends the period of review.

(b) Upon receipt of an application for the employment of a student-learner, the Administrator or his authorized representative shall review the application for compliance with this part. If an application is to be denied, notification of denial should be made to the appropriate school official, the employer, and the student within the 30 days following the date such application was forwarded to the Division, unless additional time for review is considered necessary or appropriate, and in which case the appropriate school official, the employer, and the student shall be so notified. To the extent feasible, the Administrator or his authorized representative shall provide an opportunity to other interested persons to present data and views on the application before denying a special student-learner certificate.

(c) Whenever a notification of denial is mailed to the employer, such denial shall be without prejudice to any subsequent application, except under the circumstances referred to in § 520.3(c)(3). Two copies of the notification of denial shall be mailed to the appropriate school official, one of which shall be retained for his records and the other shall be presented to the student-learner.

[35 F.R. 13884, Sept. 2, 1970]

Section 520.5

Conditions necessary for favorable review.

The following conditions must be satisfied before a special certificate may be issued authorizing the employment of a student-learner at subminimum wages:

(a) Any training program under which the student-learner will be employed must be a bona fide vocational training program as defined in section 520.2;

(b) The employment of the student-learner at subminimum wages authorized by the special certificate must be necessary to prevent curtailment of opportunities for employment;

(c) The student-learner must be at least 16 years of age (or older as may be required pursuant to paragraph (d) of this section);

(d) The student-learner must be at least 18 years of age if he is to be employed in any activity prohibited by virtue of a hazardous occupation order of the Secretary of Labor. (See 29 CFR Part 4, Subpart E, but note the specific exemptions for student-learners in several of the orders.)

(e) The occupation for which the student-learner is receiving preparatory training must require a sufficient degree of skill to necessitate a substantial learning period;

(f) The training must not be for the purpose of acquiring manual dexterity and high production speed in repetitive operations;

(g) The employment of a student-learner must not have the effect of displacing a worker employed in the establishment;

(h) The employment of the student-learners at subminimum wages must not tend to impair or depress the wage rates or working standards established for experienced workers for work of a like or comparable character;

(i) The occupational needs of the community or industry warrant the training of student-learners;

(j) There are no serious outstanding violations of the provisions of a student-learner certificate previously issued to the employer, or serious violations of any other provisions of the Fair Labor Standards Act of 1938, as amended, by the employer which provide reasonable grounds to conclude that the terms of the certificate would not be complied with, if issued;

(k) The issuance of such a certificate would not tend to prevent the development of apprenticeship in accordance with the regulations applicable thereto (Part 521 of this chapter) or would not impair established apprenticeship standards in the occupation or industry involved.

(l) The number of student-learners to be employed in one establishment must not be more than a small proportion of its working force.

[18 F.R. 3200, June 10, 1953, as amended at 21 F.R. 1349, Mar. 1, 1956. 26 F.R. 8009, Aug. 26, 1961; 35 F.R. 13884, Sept. 2, 1970]

Section 520.6

Terms and conditions of employment under special student-learner certificates.

(a) The special minimum wage rate shall be not less than 75 percent of the applicable minimum under section 6 of the act.

(b) No special student-learner certificate may be issued retroactively.

(c) (1) The number of hours of employment training each week at subminimum wages pursuant to a certificate, when added to the hours of school instruction, shall not exceed 40 hours, except that authorization may be granted by the Administrator or his authorized representative for a greater number of hours if found to be justified by extraordinary circumstances.

(2) When school is not in session on any school day, the student-learner may work a number of hours in addition to the weekly hours of employment training authorized by the certificate: *Provided, however,* That the total hours worked shall not exceed 8 hours on any such day. A notation shall be made in the employer's records to the effect that school not being in session was the reason additional hours were worked on such day.

(3) During the school term, when school is not in session for the entire week, the student-learner may work at his employment training a number of hours in the week in addition to those authorized by the certificate: *Provided, however,* That the total hours shall not exceed 40 hours in any such week. A notation shall be made in the employer's records to the effect that school not being in session was the reason additional hours were worked in such week.

(d) A special student-learner certificate shall not constitute authorization to pay a subminimum wage rate to a student-learner in any week in which he is employed for a number of hours in addition to the number authorized in the certificate, except as provided in paragraphs (c), (1), (2), and (3) of this section.

[35 F.R. 13884, Sept. 2, 1970]

Section 520.7

Employment records to be kept.

In addition to any other records required under the record-keeping regulations (Part 516 of this chapter) the employer shall keep the following records specifically relating to student-learners employed at subminimum wage rates:

(a) Any worker employed as a student-learner shall be identified as such on the payroll records, with each student-learner's occupation and rate of pay being shown;

(b) The employer's copy of the application, filed in accordance with § 520.4 (a) and any certificate issued by the Administrator or his authorized representative must be available at all times for inspection for a period of 3 years from the last date of employment of the student-learner.

(c) Notations should be made in the employer's records when additional hours are worked by reason of school not being in session as provided in §§ 520.6(c) (2) and (3).

[18 F.R. 3201, June 10, 1953, as amended at 25 F.R. 1384, Sept. 2, 1970]

Section 520.8

Duration of certificates.

A special student-learner certificate shall be effective for a period not to exceed the length of 1 school year unless a longer period is found to be justified by extraordinary circumstances. No certificate shall authorize employment training beyond the date of graduation.

[35 F.R. 13885, Sept. 2, 1970]

Section 520.9

Compliance with established standards.

No provision of the regulations contained in this part, or of any certificate or temporary authority thereunder, shall excuse noncompliance with higher standards applicable to student-learners which may be established under any other Federal law, or any State law, municipal ordinance or trade union agreement.

[35 F.R. 13885, Sept. 2, 1970]

Section 520.10

Reconsideration and review.

(a) Any person aggrieved by the action of an authorized representative of the Adminis-

trator in denying or granting a special student-learner certificate may, within 15 days after such action, (1) file a written request for reconsideration thereof by the authorized representative of the Administrator who made the decision in the first instance, or (2) file a written request for review of the decision by the Administrator or an authorized representative who has taken no part in the action which is the subject of review.

(b) A request for reconsideration shall be accompanied by a statement of the additional evidence which the applicant believes may materially affect the decision and a showing that there were reasonable grounds for failure to present such evidence in the original proceedings.

(c) Any person aggrieved by the reconsidered determination of an authorized representative of the Administrator may, within 15 days after such determination, file a written request for review.

(d) A request for review shall be granted where reasonable grounds for the review are set forth in the request.

(e) If a request for reconsideration or review is granted, the Administrator or his authorized representative may, to the extent he deems it appropriate, afford other interested persons an opportunity to present data and views.

[18 F.R. 3291, June 10, 1953, as amended at 21 F.R. 1340, Mar. 1, 1956, 22 F.R. 5683, July 18, 1957, 24 F.R. 294, Jan. 8, 1959]

Section 520.11

Amendment to the regulations in this part.

The Administrator may at any time upon his own motion or upon written request of any interested person setting forth reasonable grounds therefor, and after opportunity has been given to interested persons to present their views, amend or revoke any of the terms of the regulations contained in this part.

[18 F.R. 3292, June 10, 1953]

Section 520.12

Work experience and career exploration programs.

(a) Notwithstanding the provisions of § 520.2 and paragraphs (a), (c), (d), and (e) of § 520.5, applications for student-learner certificates may be made and temporary subminimum wage authority provided and certificates issued pursuant to §§ 520.3 and 520.4 and paragraphs (b) and (f) through (l) of § 520.5, for minors who are 14 or 15 years of age who are enrolled in and employed pursuant to an experimental school supervised and school administered work experience and career exploration program which meets the requirements of § 570.35a of this title.

(b) This section expires on June 30, 1975.

[36 F.R. 22976, Dec. 2, 1971, as amended at 39 F.R. 3256-57, Jan. 25, 1974]

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U.S. DEPARTMENT OF LABOR
EMPLOYMENT STANDARDS ADMINISTRATION
WAGE AND HOUR DIVISION

INFORMATION GUIDE AND INSTRUCTIONS FOR COMPLETING APPLICATION FOR AUTHORIZATION TO EMPLOY A STUDENT-LEARNER AT SUBMINIMUM WAGES

Student-learners may be employed at wages below the statutory minimum established under the Fair Labor Standards Act or, where applicable, below the wage order minimum established under the Service Contract Act or the Walsh-Healey Public Contracts Act but not before the employer files a properly completed application with the authorized representative of the Administrator of the Wage and Hour Division at the office of the Division serving the employer's area. This employment is governed by and must be in accordance with Regulations, Part 520, issued under section 14 of the Act. These Regulations do not modify the overtime pay, equal pay, or child-labor provisions of the Act, nor do they excuse noncompliance with higher standards applicable under State law, local ordinance, or union or other agreement. Such authority will be granted only to the extent necessary to prevent curtailment of opportunities for employment.

See item 14 below for information on employing student-learners at subminimum wages under the Service Contract and the Walsh-Healey Public Contracts Act.

1. COVERAGE: The Fair Labor Standards Act applies in general to employees (including student-learners) engaged in interstate commerce or in the production of goods for interstate commerce, including any closely related process or occupation directly essential to such production. The Act also applies in general to employees who are not themselves engaged in or producing goods for interstate commerce but who are employed in certain enterprises engaged in commerce or in the production of goods for commerce. The office of the Wage and Hour Division serving your area will furnish applications, bulletins, and other information on how the Act applies.

2. WHO IS A STUDENT-LEARNER: A student-learner is a student who is at least 16 years of age, is receiving instruction in an accredited school, and is employed on a part-time basis under a bona fide vocational training program administered by the school.

   A bona fide vocational training program is one authorized and approved by a State board of vocational education or other recognized educational body. Such a program must provide for part-time employment training supplemented by and integrated with a definitely organized plan of instruction designed to teach technical knowledge and related industrial information given as a regular part of the student-learner's course of study in the school the student attends. Employment in occupations not directly related to the student's course of study and not integrated with the student's vocational training program does not come within the provisions of the Student-Learner Regulations.

3. WHO MAY FILE: An employer may apply for authorization to employ a student-learner at subminimum wages whenever that employer believes such wages are necessary in order to prevent curtailment of employment opportunities. Application must be made on official forms. A separate application must be filed by the employer for each student-learner the employer proposes to employ at subminimum wages. Parts of the application are best completed by a school official but the employer is responsible for filing the application in accordance with section 520.3 of the Regulations. The student-learner, the employer, and the appropriate school official must sign the application. A copy of the application must be retained in the employer's files. Additional copies of the application may be made for school officials and the student-learner.

4. WHERE TO FILE: Send the original and one copy of the application to the office of the Wage and Hour Division serving your area.

5. WHEN TO FILE: An application should be filed 15 to 30 days before the student-learner is to be employed at subminimum wages. Applications which are not complete may be returned for completion. THERE IS NO AUTHORIZATION TO EMPLOY A STUDENT-LEARNER AT SUBMINIMUM WAGES BEFORE THE APPLICATION IS FORWARDED TO THE WAGE AND HOUR DIVISION.

6. CONDITIONS NECESSARY FOR FAVORABLE REVIEW: The following conditions must be satisfied to meet the requirements of the Regulations governing the employment of student-learners:

Inst. WH-205 (Rev. Mar. 1978)

(a) Any training program under which the student-learner will be employed must be a bona fide vocational training program as defined above;

(b) The employment of the student-learner at subminimum wages authorized by the special certificate must be necessary to prevent curtailment of opportunities for employment;

(c) The student-learner must be at least 16 years of age (or older as may be required pursuant to paragraph (d) of this section);

(d) The student-learner must be at least 18 years of age if employment is to be in any activity prohibited by virtue of a Hazardous Occupation Order of the Secretary of Labor (see 29 CFR Part 570, Subpart E, but note the specific exemptions for student-learners in several of the orders);

(e) The occupation for which the student-learner is receiving preparatory training must require a sufficient degree of skill to necessitate a substantial learning period;

(f) The training must not be for the purpose of acquiring manual dexterity and high production speed in repetitive operations;

(g) The employment of a student-learner must not have the effect of displacing a worker employed in the establishment;

(h) The employment of the student-learners at subminimum wages must not tend to impair or depress the wage rates or working standards established for experienced workers for work of a like or comparable character;

(i) The occupational needs of the community or industry warrant the training of student-learners;

(j) There are no serious outstanding violations of the provisions of a student-learner certificate previously issued to the employer, or serious violations of any other provisions of the Fair Labor Standards Act of 1938, as amended, by the employer which provide reasonable grounds to conclude that the terms of the certificate would not be complied with, if issued;

(k) The issuance of such a certificate would not tend to prevent the development of apprenticeship in accordance with the Regulations applicable thereto or would not impair established apprenticeship standards in the occupation or industry involved;

(l) The number of student-learners to be employed in one establishment must not be more than a small proportion of its working force.

7. TEMPORARY AUTHORIZATION: The certification of the appropriate school official on the application constitutes temporary authority to employ the named student-learner under the terms proposed in the application. The temporary authority is valid provided the requirements of section 520.3 of the Regulations are met, i.e., (1) the application is properly completed; (2) the employment is part of a bona fide vocational training program another worker is not displaced, and the age, hours of work and wage rates limitations described below are met; and (3) the occupation is not one for which authority to pay subminimum wages has previously been denied the employer.

8. PERMANENT AUTHORIZATION: The temporary authority is effective from the date the application is forwarded to the Wage and Hour Division (as shown by the postmark) and at the end of 30 days shall become the special student-learner certificate unless, after review within that time, the Administrator or the Administrator's representative in the Wage and Hour Division denies the application, issues a formal certificate which modifies the terms of the temporary authority, or expressly extends the period of review.

9. PROOF OF AGE: The student-learner's birth date must be entered in item 3 of the application. In addition, the employer should obtain and keep on file an employment or age certificate showing the student-learner to be at least the minimum age for the occupation in which he is employed. In 41 States, the District of Columbia, and Puerto Rico, State employment and age certificates are accepted as proof of age under the Act. (Such certificates also provide assurance that the employment is in compliance with the State child labor law.)

In Mississippi and Texas, Federal certificates of age are issued by the Wage and Hour Division offices in those States. In South Carolina, Federal certificates of age are issued by the South Carolina Department of Labor. In Alaska and Guam information concerning proof of age may be obtained from the San Francisco Regional Office.

10. PERIOD OF EMPLOYMENT TRAINING AT SUBMINIMUM WAGES: Authorization is needed only for that part of the employment-training period for which subminimum wages are necessary. The period at subminimum wages may not exceed one school year unless a longer period is found justified by the Wage and Hour Division because of extraordinary circumstances. These circumstances must be explained in detail at the time of application.

    Employment training during summer vacation may be authorized when it is an integral part of the vocational training program. Such summer employment takes the place of one semester of the period for which subminimum wages may be authorized.

    There is no authority for subminimum wages beyond the date of graduation of the student-learner.

    The beginning and ending dates of employment at subminimum wages (shown in items 5 and 6 on the application) should agree with the number of weeks of employment at subminimum wages shown in item 12 on the application.

11. HOURS OF WORK AND SCHOOL INSTRUCTION: In item 13 on the application, indicate only the weekly hours of employment training for which you intend to pay subminimum wages. In item 9 on the application, indicate the weekly "hours of school instruction;" that term applies to all hours spent by the student-learner in classes of school instruction for which academic credit is given. It does not include school hours spent in study hall, homeroom, and other activity periods for which no academic credit is given.

    The authorized hours of employment training at subminimum wages plus the "hours of school instruction" may not exceed 40 per week unless extraordinary circumstances are demonstrated by the applicant in his application.

    When school is not in session during a day or week of a school term, additional hours at subminimum wages may be worked provided that the total hours worked do not exceed:

    (a) 8 hours on any school day when school is not in session;
    (b) 40 hours in any week during the school term when school is not in session the entire week.

    The employer shall note in his records the number of such additional hours and that they are worked because school was not in session.

Any hours worked by a student-learner in addition to those set forth above must be paid for at not less than the statutory or wage order minimum. All hours worked over 40 in a week must be paid for in accordance with the overtime provisions of the Act, unless specifically exempt. (Hours of school instruction are not hours worked.)

12. WAGE RATES: The hourly wage rate shall not be less than 75 percent of the applicable minimum wage. It is suggested that consideration be given to a progressive wage schedule, particularly if a full school year of employment training is requested. The beginning hourly wage rate may not be less than 75 percent of the applicable minimum wage. (The rate authorized on the certificate is the MINIMUM; there is no restriction on increasing this rate.)

    The Fair Labor Standards Act sets the following statutory minimum wage rates:

1/1/78	$2.65 an hour
1/1/79	2.90 an hour
1/1/80	3.10 an hour
1/1/81	3.35 an hour

13. CERTIFICATES: In most cases, the Wage and Hour Division, after review, permits the temporary authority to become the certificate, without issuing a formal certificate. However, a formal certificate may be issued in order to modify the terms of the temporary authority.

If a formal certificate is issued, the original will be mailed directly to the employer. Two copies will be mailed to the appropriate school official, one to be retained for his files and the other to be given to the student-learner.

14. SPECIAL SITUATIONS UNDER THE SERVICE CONTRACT ACT (SCA) OR THE WALSH-HEALEY PUBLIC CONTRACTS CONTRACTS ACT (PCA): The SCA applies in general to all contracts or subcontracts thereunder entered into by the U.S. Government which have as their principal purpose the furnishing of services through the use of service employees. It requires, among other things, that the various classes of service employees engaged in the performance of covered contracts in excess of $2,500 receive minimum monetary wages and fringe benefits as specified in the contract pursuant to a determination of the wage rates and fringe benefits prevailing for such employees in the locality, or in certain cases, the wage rates and fringe benefits (including any accrued or prospective wage rates and fringe benefits) contained in a predecessor contractor's collective bargaining agreement.

The minimum rate specified in section 6(a) (1) of the Fair Labor Standards Act (see Item 12) is the lowest rate that may be paid on any service contract, including those amounting to $2,500 or less.

The PCA applies in general to all contracts entered into by the U.S. Government for the manufacture or furnishing of materials, supplies, articles or equipment in any amount in excess of $10,000. This Act requires, among other things, the payment to employees engaged in the performance of such contracts not less than the minimum wage determined by the Secretary of Labor to be prevailing for the industry. Employees subject to this Act may not be paid less than the minimum rate specified in section 6(a) (1) of the Fair Labor Standards Act (See Item 12).

An employer who is authorized to employ student-learners at subminimum wages under the Fair Labor Standards Act may employ the named student-learner in the performance of a U.S. Government contract subject to the SCA or PCA, provided (a) the subminimum wage rate paid to the student-learner is not less than 75 percent of the wage determination applicable to the contract or contracts or the rate specified on the certificate, whichever is greater, and provided that the student-learner receives either the full fringe benefits as stated in the wage determination or equivalent fringe benefits or cash equivalent payment in lieu thereof; and (b) such employment is otherwise in accordance with the terms specified in the Regulations, where a wage determination issued pursuant to section 4(c) of the SCA (i.e., reflecting wages and fringe benefits provided for in a predecessor's collective bargaining agreement), is applied to a particular contract or contracts, no student-learner certificate can be issued.

An employer may not need authorization under the Fair Labor Standards Act because his employees are not subject to that Act, but he would need authorization when performing a U.S. Government contract subject to the SCA or PCA. That employer may, upon proper application, be authorized a special minimum wage rate not less than 75 percent of the wage determination applicable to the contract or contracts being performed. Employment under such authorization is subject to the standards and procedures of Regulations, Part 520.

15. COMPLIANCE: In its review of student-learner applications, the Wage and Hour Division will consider any information it may have on the employer's outstanding violations of the employer's authorization to pay student-learners at subminimum wages or the employer's violations of other provisions of the Fair Labor Standards Act, the SCA or the PCA.

Such violations may result in a denial of the application and termination of the authorization to pay subminimum wages. Furthermore, certificates are subject to annulment or withdrawal in accordance with Regulations, Part 528.

GPO 928 496

Child Labor Requirements in Agriculture

Child Labor Bulletin No. 102 (Child Labor Requirements in Agriculture) is a guide to the provisions of the Fair Labor Standards Act (also known as the Wage-Hour Law) which apply to minors employed in agriculture.

The Fair Labor Standards Act of 1938 (FLSA) establishes minimum ages for covered employment in agriculture unless a specific exemption applies. The minimum age for employment is 16 in any agricultural occupation declared hazardous by the Secretary of Labor and during school hours. The Secretary of Labor has declared 11 occupations in agriculture are hazardous. No minor under 16 may be employed at any time in these occupations except as exempt.

Information on Federal Laws

If further informaion on child labor standards under the federal laws or resource personnel is needed by the vocational agriculture teacher, this may be obtained from the nearest office of the Employment Standards Administration, Wage and Hour Division, U.S. Department of Labor. The Regional Office is located at:

U.S. Department of Labor
Employment Standards Administration
555 Griffin Square Building
Room 506
Dallas, Texas 75202

Field Offices serving Texas:

Corpus Christi Area Office
Suite 714, The 600 Building
600 Leopard Street
Corpus Christi, Texas 78473
Telephone: (512) 888-3156

Dallas Area Office
1607 Main Street, Suite 200
Dallas, Texas 75201
Telephone: (214) 767-6294

El Paso Area Office
Room 2, 1515 Airway Boulevard
El Paso, Texas 79925
Telephone: (915) 543-7634

Fort Worth Area Office
Room 7a12, 819 Taylor Street
Fort Worth, Texas 76102
Telephone: (817) 334-2678

Houston Area Office
Room 2101, 2320 LaBranch
Houston, Texas 77004
Telephone: (713) 226-4304

San Antonio Area Office
Room A-621, Federal Building
727 East Durango
San Antonio, Texas 78206
Telephone: (512) 229-6125, Ext. 4304

Waco Area Office
Room 101, Citizen's Tower
Fifth and Franklin Streets
Waco, Texas 76701
Telephone: (817) 756-6511, Ext. 296

QUESTIONS PERTAINING TO THE APPLICATION FOR AND CERTIFICATION OF STUDENT-LEARNERS

1. In the average situation, for what period of time is a student-learner certificate issued?

   Ans. - For one school year only. (Section 520.8) This is an appropriate 36-week period, consisting of 15- to 25-hour work weeks.

2. What rate of pay is applicable to the student-learner's employment?

   Ans. - Not less than 75 percent of the applicable minimum wage, i.e., $3.35 per hour - $2.5125 beginning January 1, 1981 [Section 520.6 (a)]

3. Does the application for the certificate constitute a temporary authorization?

   Ans. - Yes, if the application is correctly filed. The temporary authorization becomes effective the date the envelope is postmarked. Item 8, WH-205 (Rev. Mar. 1978)

4. Can a student-learner work in some of the occupations declared as particularly hazardous for minors under 18 years of age?

   Ans. - Yes. [Section 520.5 (d)] If a written agreement is on file as described in the Child Labor Bulletin No. 101, page 33.

5. May student-learners work in any of the hazardous occupations that do not have the exemption granted?

   Ans. - No. There is no provision for this.

6. To whom does the Wage and Hour Division look for compliance with the Hazardous Occupations Order and the terms of the certificate?

   Ans. - The employer.

7. How many hours may a student work, under the provisions of a certificate, when school is not in session?

   Ans. - The student may work a number of hours in addition to the weekly hours granted by the certificate provided, however, that the total hours do not exceed eight hours on any such day or 40 hours in any week that school is not in session. [Section 520.6 (c) (i) (2) and (3)]

8. How many copies of the application are necessary and who gets them?

   Ans. - Four copies are made. One is given to the student, one is given to the employer, one is given to the school, and the original is sent to the Dallas Regional Office.

9. How many hours may a student-learner work at his/her occupation?

   Ans. - The student-learner may work a number of hours which, when added to the hours he/she attends school, will not exceed 40 hours in the work week. [Section 520.6 (c) (1)]

10. May a student-learner work under the provisions of a certificate during the summer months?

    Ans. - Yes. For example: If a student-learner begins employment at the beginning of the spring semester (approximately January 1), his/her training may continue through the summer months, provided he/she is still an undergraduate student and the summer work is under the auspices of the vocational agriculture teacher.

11. May a student-learner ride as a passenger on a vehicle, not as a driver or a driver's helper, but as a means of transport to get from job site to job site?

    Ans. - Yes. If the student is not primarily engaged in the loading or unloading of the vehicle or as a driver or driver's helper, he/she may ride on the vehicle as a means of transportation.

12. Is a student-learner subject to the Hazardous Occupations Orders if under 18, whether the employer is paying the minimum wage or not?

    Ans. - Yes, and if a student-learner is to be employed in a hazardous occupation that carries an exemption (such as Hazardous Occupations Orders No. 5, 8, 10, 12, 14, 16, and 17), there must be a written agreement on file as described in Roman II under the heading "Student-Learner" on page 33 and page 35 of the Child Labor Bulletin No. 101.

SECTION XVII

GENERAL

Safety

Your students' personal safety and health are of primary interest to you as a teacher. Therefore, this topic will be of vital interest to you in instructing your students in a successful experience in this program.

Safety should be covered for each occupation that the student is employed in and should relate to their Cooperative Training Plan. This can be done during the related instructional part of the program and could be effectively accomplished by incorporating this in a course on First Aid and Personal Safety, using resource people.

Social Security

Most workers are subject to the provisions of the Social Security Act. Each student enrolled in Agriculture Cooperative Training should have a Social Security number. The teacher conducting the Agriculture Cooperative Training program should assist the student in securing a number and acquainting them with the benefits of Social Security, including the protection of students working at summer jobs or engaged in occupational experience programs. Applications for a Social Security number are available from the Social Security District Office or a Social Security representative that may visit in your area.

Information about benefits to youth and agricultural workers may be obtained from the nearest Social Security District Office.

Targeted Jobs Tax Credit (TJTC)

The Revenue Act of 1978 (Public Law 95-600) provides tax credits to employers of youth, age 16 years of age but not yet 20 years of age, who are enrolled in

qualified vocational cooperative education programs. The Targeted Jobs Tax Credit has been extended until December 31, 1981.

The local school is responsible for processing Form 6199 (3-79), Department of the Treasury, Internal Revenue Service, to certify that students are participating in a qualified cooperative vocational education program. This will entail completing Parts I-IV.

The student or the employer is responsible for obtaining the Form 6199 from the school as certification that the employer is providing employment for a vocational education student participating in a qualified vocational education program. The employer can use this certification form to obtain a tax credit with the Internal Revenue Service.

Form 6199 must be prepared in triplicate. One copy is retained by the school; one copy is sent to the Special Project Department TJTC, Texas Employment Commission Building, Austin, Texas 78778; and one copy is used by the employer to justify their tax credit.

A convenient reference for teacher-coordinators is the Targeted Jobs Tax Credit Resource Manual for Cooperative Education Programs available from the U.S. Department of Labor.

Texas Unemployment Compensation Act

Teachers of vocational agriculture should acquaint themselves with the Texas Unemployment Compensation Act.

What is unemployment insurance? The Texas law provides that under certain conditions weekly payments of money may be made to unemployed individuals from an unemployment insurance fund contributed to by employers subject to payment of taxes or reimbursements under the Texas Unemployment Compensation Act.

Who pays for unemployment insurance? In Texas, an employer is subject to a tax for unemployment insurance payments who employs one or more employees in each of twenty weeks during a calendar year or paid wages of One Thousand Five Hundred Dollars ($1,500) or more in any quarter of that year after 1970. Beginning January 1, 1978, any employing unit which paid wages for agricultural labor and paid wages for such services in the amount of $20,000 or more in any calendar quarter or employed 10 or more individuals on a portion of a day in 20 different weeks of a calendar year, an employer is also subject to a tax for unemployment insurance payments.

Amendment Excludes Cooperative Students from "Employment" Category for Unemployment Compensation Tax Purposes

An amendment enacted by the 62nd Legislature, which became effective on January 1, 1972, excludes the cooperative training student from the "Employment" category. Under the Texas Unemployment Compensation Act prior to the amendment, an employer was required to pay State and Federal Unemployment compensation taxes on four or more employees. If, in hiring a vocational education cooperative training student he acquired the fourth employee, he was required by the Act to pay unemployment compensation taxes on all four employees. This caused those employers with only three regular employees and with a knowledge of the requirements of the Act to refrain from hiring cooperative training students. The amendment will now exempt employers from paying unemployment compensation taxes on these student employees.

The amendment is outlined under Section 19 (g) (5) (T) of the Texas Unemployment Compensation Act, 1972 edition, as amended, as follows:

Section 19. As used in this Act, unless the context clearly requires otherwise:

The term "Employment" shall not include:

> (T) Service performed by an individual under the age of twenty-two (22) who is enrolled at a nonprofit or public educational institution which normally maintains a regular faculty and curriculum and normally has a regularly organized body of students in attendance at the place where its educational activities are carried on as a student in a full-time program, taken for credit at such institution, which combines academic instruction with work experience, if such service is an integral part of such program, and such institution has so certified to the employing unit, except that this subparagraph shall not apply to service performed in a program established for or on behalf of an employer or group of employers.

In other words, employing units who participate with a nonprofit or with a public education institution having students in cooperative training programs, pay no unemployment tax on the wages paid to the student who works within the prescribed period of time per the contract (Cooperative Training Plan) with the school. Students who perform services for the employing unit in excess of the time provided for in the contract (Cooperative Training Plan) constitute employment, and taxes are due on these wages.

If further information on unemployment insurance is needed by the vocational agriculture teacher, it may be obtained by securing the following publications:

1. Texas Unemployment Compensation Act
   (Art. 5221b, V.A.C.S.) 1977

2. Unemployment Insurance and Tax Information
   B-54 (480)

3. Unemployment Insurance Information
B-91 (679)

These publications may be obtained from:

Local Office of Texas Employment Commission

or

Texas Employment Commission
Austin, Texas 78778

Summary of the Texas Workers' Compensation Act

The Texas Workers' Compensation Act was enacted in 1913 to provide financial assistance to employees who receive injuries during the course of their employment while they are actually performing duties for their employer. Generally speaking, the employees receive 66 2/3 percent of their average weekly wages not to exceed $133.00 per week, ($133.00 effective September 1, 1980) beginning with the eighth (8th) day lost from work as the result of the injury. If incapacity continues for four (4) weeks or longer, the employee is entitled to compensation from inception of the incapacity.

An employer is provided a measure of protection by subscribing to the Workers' Compensation Act because when the employer purchases a compensation policy, the employee no longer has a right of action against the employer but must look to the insurance company for compensation and/or medical payments. The injured employee is entitled to medical benefits without limit as to the amount of medical expenses incurred. It is not unusual for medical expenses to exceed the amount of the compensation.

In the event of fatal injury, the beneficiaries are entitled to 360 weeks of compensation at the rate mentioned above. (See pages 12, 13, and 14 of the Law.) The order of claim for fatal Workers' Compensation benefits is as follows: (1) wife or husband of deceased, (2) wife or husband and minor children. In the event of minor children, the wife or husband is entitled to one-half the amount

due, and child is entitled to one-half the amount due. If there are two or more children, they share the one-half of the benefits equally.

There are two ways an injured worker may close the claim for Workers' Compensation benefits. First, if the claimant and the insurance company have a meeting of the minds, then they enter into a Compromise Settlement Agreement for a given amount. This agreement becomes final when it is reviewed and approved by the Industrial Accident Board. In the event of a disagreement later, then the question must be handled in court as the Industrial Accident Board loses jurisdiction after a Compromise Settlement Agreement is approved. A Compromise Settlement Agreement can only be set aside in court on the grounds of mistake or fraud.

A second method of closing a claim is to request the Industrial Accident Board to make a ruling as to the merits of a claim and to award benefits if due. These are called controverted claims where the insurance company and the injured worker cannot agree to the amount due as the result of the injury. If the parties cannot agree upon a settlement or final disposition, then it is set for a prehearing conference where all parties meet with a prehearing officer of the Board in an attempt to settle the case or take whatever action necessary. If the case is not settled or an agreement not reached, then it goes before the Board and an award is entered. If an objectionable award is entered by this Board, either party interested in the case has the right to appeal within 20 days after the award is entered. The case can then be taken to court so that if agreement is not reached, the appealing party can present the case to a jury.

The number of weeks of compensation due has been established for specific injuries. A specific injury is the loss of a finger, a portion of a finger, loss of a hand, leg, eye, etc.

General injuries usually involve the trunk of the body, and the amount of benefits depends on lost time from work in addition to remaining permanent partial disability after the injured worker has reached maximum recovery.

The Workers' Compensation Act does not require an employer to carry Workers' Compensation Insurance. If an employer has one (1) or more employees, the employer may elect to come under the Act by carrying Workers' Compensation Insurance. However, if the employer qualifies but fails to insure, the employer is liable to suit with basic common law defenses of (1) contributory negligence; (2) assumption of risk; and (3) the fellow servant rule abrogated. (This does not apply to farm and ranch employments, domestics, and a few others.)

The above is very general and by no means covers all the detailed aspects of the Workers' Compensation Act. If additional information is needed, a copy of the Workers' Compensation Act booklet can be obtained by writing the Hart Graphics, P. O. Box 968, Austin, Texas 78767. The cost is $12 per copy.

SUGGESTED CALENDAR OF EVENTS

AUGUST

Vocational Agriculture Teacher Inservice Workshop

Secure Training Stations

Select Members for an Advisory Council

Interview and Select Students

Prepare Cooperative Training Plans - VOC-044

Order Teaching Materials

Prepare Publicity

SEPTEMBER

Prepare and Mail Cooperative Training Plans - VOC-044

Place Students

Advisory Council Meeting

Prepare Publicity

Visit Training Stations

OCTOBER

Prepare Publicity

Visit Training Stations

Advisory Council Meeting

NOVEMBER

Student Evaluation by Training Stations

Prepare Publicity

Visit Training Stations

DECEMBER

Visit Training Stations

Prepare Publicity

JANUARY

Visit Training Stations

Prepare Publicity

Advisory Council Meeting

FEBRUARY

Visit Training Stations

Prepare Publicity

Explain Agriculture Cooperative Training Course to Prospective Students

Prepare Occupational Information for School Counselor

MARCH

Student Evaluation by Training Stations

Interview and Select Students

Prepare Applications for Cooperative Awards

Visit Training Stations

Prepare Publicity

Advisory Council Meeting

APRIL

Visit Training Stations

Prepare Publicity

Student-Employer Banquet

MAY

Prepare Publicity

Visit Training Stations

Complete Records and Files

JUNE

Prepare Publicity

JULY

State FFA Convention

Prepare Publicity